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ABSTRACT

This comparative study of inner city with non-inner city teacher behaviors represents an initial attempt at a comparative analysis of two teaching models, and provides a means of identifying like and different behaviors. Descriptions of teaching acts occurring in inner city schools were obtained and independent judgments were made about the frequency and appropriateness of the acts by each of two selected sets of "competent" teachers, one group from inner city schools and the other from schools in other socio-economic environments. The analysis constituted a comparison of their judgments on verbal representations of teaching situations and teaching acts derived from inner city classrooms. The procedures and methodological rationale are presented in three separate parts: 1) method of observing and describing teacher behavior; 2) method of documenting (obtaining judgments on) the described teacher behaviors; and 3) method of identifying behaviors peculiar to a given group. Some of the findings are briefly reported as illustrations in the procedural discussion. The major presentation of results and discussion of implications is in the analysis section which concludes the report. (Author/MBM)

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TEACHING IN THE INNER CITY

Identification of Educational Practices of Competent Elementary Teachers of Culturally Disadvantaged Youth

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Consultants and coordinators from the South Macomb and Grand Rapids MSU Elementary Internship Centers who helped with the gathering and judging of the data, including Dr. James Hoffman, Dr. Horton Southworth, Miss Genevieve Wilkowski, Mrs. Ruth Tamaris, Mrs. Joanne Ayotte, Mrs. Sonya Meyer, Mrs. Trevah Lindberg, Mr. Allan Syrjala, Mr. Bill Dickenson, Mrs. Mary Lou Cook,Mrs. Nell Henderson, Mr. Richard Bantien, Mr. Thomas Fitch, and Mrs. Evelyn Salturelli.

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J.E.H.
T.W.W.

I. PROBLEM, OBJECTIVES, BACKGROUND, PROCEDURES, OUTCOMES

PROBLEM AND OBJECTIVES

Teacher education, like most fields of education today, has recognized a responsibility for helping to meet more adequately the needs of the poor and disadvantaged. A quick perusal of descriptions of new and innovative teacher education programs readily reveals widespread intent to prepare school personnel to work more effectively with disadvantaged children and young people. Programs with additional emphasis in educational sociology, earlier and more extensive experience in selected lower socio-economic area schools, field experiences in the school community, and closer contact between the schools and college personnel vie for attention. (1)

Unfortunately, one of the problems encountered is the severe lack of data that would provide reliable direction for the design of optimal programs. Even the "armchair philosophy" is weak and contradictory. Certainly one popular view is that competent teachers of the disadvantaged need only be a "better" version of the competent teachers in other community environments, i.e., more understanding, kinder, more patient, etc. (2) Still others, particularly those who have gathered empirical evidence on disadvantaged children, noting different physical and mental style, suggest that instruction should be modified--should be somewhat different from what is now common in even the "best" teaching. (3) But the exact nature of the suggested modification remains vague. There is an important deficiency in knowledge of the relationships between learning and teaching.

Solid data upon which to postulate change is lacking. Yet awareness of the problems of deprived youth and sensitivity to the limited success of education in the inner city forces a rather typical American reaction: "Don't just stand there, do something!" It could be argued that the uncertainty, rather than the need, motivates our action. But we have the suspicion that we ought to be doing something different; just as we "hunch" that primary grade teachers ought to teach differently from later elementary teachers, and English teachers differently from science teachers. Just as we have been training various sorts of teachers in terms of these assumed differences, now we attempt to specially prepare the teacher going into inner city schools. It is the "general versus special" question all over again.

The lack of descriptive documentation of teaching prevents taking a sure stand one way or the other--is there or isn't there a difference in competent teaching in the inner city? It was to this practical problem that this study was addressed, and it was practical descriptive research techniques that were utilized in the study's design. More specifically, the two main objectives were "1) to describe instructional behavior of elementary teachers who have shown particular aptitude with the culturally deprived child, and 2) to identify behaviors 'peculiar' to competent elementary teaching in the culturally deprived environments."

For optimal understanding of this study and its procedures, a general description of the parent project is first provided.

THE PARENT PROJECT AND ITS PURPOSES

A research program for the study of teaching behavior has been conducted by the Learning Systems Institute on behalf of the School of Teacher Education since 1964. The program was initiated in an attempt to find solutions for several common problems and needs of the teacher educators at Michigan State University. 1) Inasmuch as education courses are sometimes seen by students as lacking realism and continuity, the descriptive documentation of teaching was needed to derive highly realistic and potent instructional materials for the pre-clinical teacher education courses. 2) Similarly, trainees' needs for clear, explicit and consistent expectation models require descriptive data on the models of teaching which operate in the various MSU clinical centers. 3) Recognition that a college of education must make a responsible resolution of the "general versus special" question in particular regard to methods courses and curriculum design posed another problem. Descriptive data on the behaviors of teaching were desired so that the content of various courses in the education sequence could be made more complementary and logically sequential. 4) Finally, there was a concern for developing a procedure for relating the described behaviors of teaching to basic research on human learning and social psychology. This was needed so that those behaviors that appear consonant and those behaviors that appear dissonant with basic research could be identified.

At this point in time, all four of these problems have been investigated and answered in part. Considerable experience has been gained in describing teaching and building verbal models of teacher behaviors. A promising procedure for comparing the described teacher behaviors with data from experimental studies of learning has been designed and demonstrated. The comparative study of inner city with non-inner city teaching behaviors represents our initial attempt at comparative analysis of two teaching models. While still in need of some procedural refinement and modification, the analysis and comparison procedures used seem to have provided a useful means of identifying like and different (or general and special) behaviors of teachers.

GENERAL DESCRIPTION OF PROCEDURES AND OUTCOMES FOR IDENTIFICATION OF INSTRUCTIONAL BEHAVIORS OF COMPETENT INNER CITY TEACHERS

Before describing details of the procedure, a brief sketch of the general method and final outputs should provide perspective.

First of all, descriptions of teaching acts occurring in inner city schools were obtained. Independent judgments were then made about the frequency and appropriateness of the acts by each of two selected sets of "competent" teachers. One set was a group of teachers from inner city schools; the other set was teachers from schools in other socio-economic environments. The analysis constituted a comparison of their judgments on verbal representations of teaching situations and teaching acts derived from inner city classrooms.

The major products of these efforts include: 1) a set of statements concerning the function of general and special behaviors as represented by the judgments of the two sets of "model" teachers; 2) descriptive materials that provide instructional data about "model" teaching behaviors in inner city schools; 3) a set of derived hypotheses concerning the peculiar aspects of competent teaching in the inner city; 4) refined techniques for documenting, analyzing, classifying, and comparing teacher behavior samples.

PLAN OF THE REPORT

In the section of the report following, the procedures and methodological rationale are presented in three separate parts: 1) method of observing and describing teacher behavior; 2) method of documenting (obtaining judgments on) the described teacher behaviors; and 3) method of identifying behaviors peculiar to a given group. Some of the findings are briefly reported as illustrations in the procedural discussion; the major presentation of results and discussion of implications is in the analysis section which concludes the report.

II. PROCEDURES AND METHODOLOGICAL RATIONALE

METHOD OF OBSERVING AND DESCRIBING TEACHER BEHAVIOR

The Observation Instrument: The Focused Observation

The procedure for observing and recording teacher behavior utilized a specially adapted form of the "Focused Observation," an instrument for describing small units of teaching behavior, developed in 1964 by Hoffman, Southworth, and Ward. (4)

The instrument (a sample is included in Appendix I) required that an observer be present in a classroom and while observing make a written description of the observable elements of a moment of teacher behavior. The observer's responses were structured in that he was directed to record data on three aspects of a selected teaching moment: 1) the situation--requiring a brief (one to five sentences) description of the relevant elements present in the immediate environment (e.g., "The children in a reading group have been reading silently the story 'David and Goliath.' When the teacher joins this group, she describes the two characters, talking about their physical appearances and characteristics. She then asks the tallest boy in the group to read aloud the part of Goliath. He reads, but in a quiet and shy manner."); 2) the action--describing a particular teacher act within or moving immediately from the described situation (e.g., "The teacher stops him and says, 'You don't sound like a huge, nine-foot-tall Goliath.'"); 3) the consequence--entailing a brief description of the observable consequences that immediately followed and seem related to the teacher act and its impact upon the situation (e.g., "The boy smiles, starts over, and reads with a louder, more forceful voice.").

Information on these three aspects was deemed necessary in order for a given description to be maximally useful and meaningful. Even as a word takes on more meaning in context, so a description of a given teaching act takes on increased meaning when presented in an on-going situation with perceptible consequences.

While the use of the "Focused Observation" structured the elements and format of the observer's response, the observation schedule was unstructured in that the observer was free to document any moment of the teacher's classroom activity. This approach was adapted for two major reasons: First, the desired documentation was to represent a wide range of activities and behaviors (rather than a preselection of a limited number of aspects of teaching,e.g., verbal interaction alone). Since research on instructional behavior is still a fairly primitive undertaking, it was reasoned that it would be premature to make judgments about which elements of behavior were important and which were unimportant--especially prior to data gathering. Secondly, it made sense to give the observer one and only one task--that of describing. It was reasoned that reliability, particularly inter-observer reliability, would be affected by the extent of judgmental activity required of the observer. Even straightforward objective reporting is hard to keep free of judgments and other value decisions, but the behavioral research techniques which prove to be the most unmanageable and the most demanding of rigorous, costly training and monitoring are those in which the data gatherer is asked to be both a reporter and a judge simultaneously.

In an attempt then to keep subjective observer information at a minimum, the observer was not asked to categorize or qualify during the observation--only to describe what he saw.

The "Focused Observation" instrument required more than the observer's descriptive data. The observer's description of a <u>situation</u>, a teaching <u>act</u>, and the observable <u>consequences</u> was augmented by self-report data from the teacher observed. Data from the teacher, seen here as a second observer of the described incidents, provided a reliability test of the observer data and a source of further information, unavailable to the observer, that might provide better understanding of what was happening (e.g., the child described has a history of emotional instability; the previous unit had dealt with manners; there had been a fight in the playground at recess; etc.--any number of things fundamentally affecting the meaning of the described moment). In the opinion of the researchers, the only person in the classroom able to identify what particular elements of past experiences and case histories, what objectives, what environmental cues and what personal biases were operating in a given behavioral sequence is the teacher. The observer can note the actions and, to some extent, the perceptible interactions, but analysis must get behind these notations--ideally, must get data from the mind of the teacher.

<u>The Observation Schedule: Teacher Selection and Observer Assignment</u>

Operating through appropriate channels, cooperation was solicited and obtained from the research bureaus and supervisory departments of three Michigan cities--Detroit, Flint, and Grand Rapids. Administrative and supervisory personnel were requested to provide a highly selected list of competent elementary teachers in their most stereotypic inner city schools. Fourteen teachers were drawn from this list (Detroit 7, Grand Rapids 4, Flint 3). These teachers subsequently agreed to cooperate and assist with the data collection and judgment-making. The teachers represented the following grade levels: kindergarten, 2; first, 2; second, 1; third, 3, fourth, 4; fifth, 0; and sixth, 2.

Fourteen observers, trained in the use of the "Focused Observation" individually made full-day observations of two of the selected teachers. (Each teacher was observed for two days; each observer observed two teachers.) Making approximately two observations an hour, each observer obtained ten descriptions of teaching acts a day. The observers were instructed to make a description about every half hour so that the captured descriptions would be representative of acts occurring throughout the school day. At the completion of each day of observation, the observer and the teacher held a conference so that the data required from the teacher could be tape recorded. The teacher was shown the observer's description of each situation and action (but not the "consequences"), and was then asked a formal series of questions concerning each one. The teacher's responses to the following questions were tape recorded:

1. "Why did you take the particular action I have described?"

2. "What else should I know about the situation and the children in order to get a better picture of what was going on?"

3. "Would you describe for me exactly what happened as a result of your action."

4. "Does the entire situation, as we have discussed it, illustrate something specific that you believe about teaching?"

Answers to questions two and three provided a check on observer's reliability. Responses to all four questions provided the additional information needed for writing descriptive protocols of teaching in the inner city.*

Transcriptions of the taped conferences were subsequently prepared, and 277** descriptions of teaching behaviors occurring in the inner city were completed. Observer reports were then checked for consistency with the teacher reports. No instances of disagreement in the reports appeared in the 277 descriptions.***

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*Although not all of the obtained descriptions were eventually used for this purpose, the information had to be gathered since neither the observer nor the individual teacher were permitted to make judgments at this point about inclusion or exclusion in the eventual set. Judgments concerning which descriptions contained "model" inner city teacher behaviors and which did not were made through a set of procedures described in the next section. Rationale for the completed materials and sample descriptions from the Teaching in the Inner City manual are included in Appendix II. These materials are now available for use in the pre-clinical teacher preparation courses at MSU, not only for students in the MICI Program (a program for training students for teaching in inner city schools) but also by students in the educational psychology course in the education sequence, as well as in some of the methods courses.

**Three of the planned 280 were lost due to a defective tape recording.

***This is not unusual; we have never had more than 2% observer/teacher disagreement in our previous studies using the "Focused Observation."

METHOD OF DOCUMENTING THE DESCRIBED TEACHER BEHAVIORS

Selection of a Judgment Panel: Referent Group A

The second major procedural step in identifying the behaviors of inner city teachers demanded that consensus of professional judgment be obtained on each description. Even though the descriptions had been made in the classrooms of "competent" teachers, more information and a much tighter screening was desired. Individual judgments would have meaning only in terms of the collective judgments since this provided a more potent test. A set of judges therefore had to be empaneled to independently review and screen each description.

The selection of these judges was a crucial step in the design, since their function would affect the nature and composition of the collected set of descriptions. This group of judges, called the "Referent Group," would make the decisions about the data which determined what behaviors would be retained as "representative and recommended teacher behaviors" and which ones were to be discarded.

Since the major objective of the study was to identify behaviors currently practiced by "competent" teachers in a particular environment, it was the opinion of the researchers that the most logical and knowledgeable individuals for this task were the practitioners presently teaching in this environment and already identified as competent.

It was the same 14 observed teachers then, already selected as being competent by local definition, who were empaneled to screen and make judgments on the 277 descriptions of inner city teaching.* (Referent Group A in this report)

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*While the researchers recognize that there is some rationale for doubting the reliability and validity of administrative and supervisory judgments concerning who is and who is not a competent teacher, we find the method not only expedient but certainly well supported by both traditional and current practice. To our knowledge, this is by far the most common procedure for selection of personnel who assume the major role in assisting, training, and evaluating the behaviors of students in the clinical (field experience) phases of teacher education today. Whether it is the best means of competence-identification is not argued here. The researchers are most anxious to experiment with other criteria for referent group composition. We feel it would be interesting as well as enlightening to compare the judgments of groups selected on the basis of such criteria as 1) teachers whose children in their classes make significantly greater strides in learning (as measured by achievement and I.Q. tests) year after year, 2) teachers selected by children as "most competent," 3) teachers judged to be having "problems" by supervisory and administrative personnel, 4) supervisors or educators responsible for teacher training.

Obtaining Professional Consensus: The Derivation of an Inner City Teaching Model (Model A)

Each member of Referent Group A received a one-page typed copy of each description--the situation, teacher action, and observed consequence. All knowledge of origin of each description (teacher, city, school, etc.) was unknown to the referent group members, except, of course, where they might have recognized those that were recorded in their own rooms.* On each of the 277 descriptions, each judge responded to two questions:

1. Does a situation similar to the one described here occur in your classroom? yes/no

   If yes, about how often?

   _____hourly
   _____daily
   _____weekly
   _____monthly
   _____yearly

2. Is the teacher action appropriate as you see good teaching? yes/no

The judgments of the individual members of the referent group were then compiled for each description. The definition of "group consensus" demanded that 12 or more members of the referent group judge a given description as "good" and "representative." This number represented the critical value for a significance level less than .05, as determined by a binomial distribution where the parameters $n = 14$, $p = .5$.

All descriptions that were not judged as "good" or that were judged as "never" occurring by the significant number of judges (12 in this case) were removed from the original collection of 277 descriptions.

After removing the descriptions that did not meet these stringent requirements, 230 descriptions remained. By definition, then, the remaining 230 descriptions of teaching represented a sample set of behaviors recommended as both representative and good by the professional consensus of a group of competent inner city teachers. This set of 230 teaching behaviors was referred to by the researchers as a partial model of inner city teaching (an exhaustive model, it is assumed, would require a virtually infinite number of descriptions). The model can be further described as an "empirical characterization" model "of" teaching in the inner city. (5) Since it was built on the basis of the judgments of Referent Group A, it was logically labeled "Model A."

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*This problem was not perceived as a serious one by the researchers since it was the collective judgments that determined the final recommendation. One individual's bias, if it should come to play, on a small fraction of the total was therefore not seen as cause for concern.

METHOD OF IDENTIFYING BEHAVIORS PECULIAR TO INNER CITY

Building a Basis for Comparison: Referent Group B

The third procedural step concerned a means of identifying which of the described behaviors were peculiar to inner city and which were also common to teaching in non-inner city environments. The solution was to identify another referent group of teachers, matched on as many variables as possible with Referent Group A except that they were to be representative of non-inner city teaching environments. The selected group consisted of 14 intern consultants (teaching supervisors in the Conant model of the clinical professor) presently associated with the Elementary Intern Program of the MSU School of Teacher Education. This group was chosen because of the similar manner in which they had been locally identified as "competent." Intern consultants, sometimes described as "Master Teachers," are classroom teachers who a local school system selects, recommends, and supports to assist and guide interning teachers in that school system. The screening process is more rigorous than the normal selection process for supervising teachers in a student teaching program, yet the backgrounds of these teachers generally represent the stereotypic middle-class teaching situation.

This group of teachers had had experience making referent group judgments as they had been involved in building behavioral models described earlier in reference to the activities of the parent project. Presently acting as "models" of desirable teacher behavior in other than inner city teaching, they appeared to the researchers to be a logical choice. The cooperation of 14 intern consultants* was obtained, and this group was labeled Referent Group B.

Obtaining Professional Consensus: Derivation of a Non-Inner City Teaching Model (Model B)

Essentially the same procedure was followed for obtaining judgments from Referent Group B as for Referent Group A. Each member received a one-page typed copy of each of the 277 descriptions of inner city teaching. The problem was to determine which of these descriptions could also be seen as representative of "good" teaching in the non-inner city school. Knowledge of the origin of each description was also unknown, and the identical procedures were used to obtain two judgments for each description: rating of situation frequency and appropriateness of teacher action.

Similarly, the critical value was determined with a significance level less than .05 for a binomial distribution where the parameters $n = 12$, $p = .5$. For the judgments to be considered consensus, 10 of the judges had to be in agreement. Group judgments were subsequently compiled and those descriptions that were not judged as "good" or were judged as "never occurring" by a significant number (in this case 10) of Referent Group B were removed from the 277 descriptions. One hundred eighty-nine descriptions remained, and these represented the sample set of behaviors judged as both representative and good by the professional consensus of a referent group of non-inner city teachers. This set of 189 teacher behaviors was then labeled "Model B."

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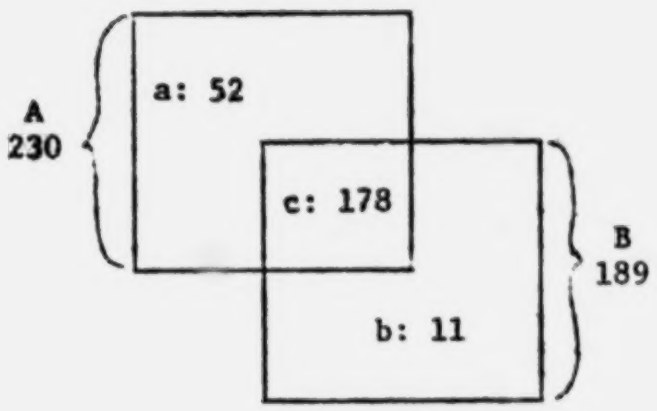
*Two of the original 14 consultants were unable to complete the judgment-making, so the report subsequently refers to $n = 12$.

Inspecting Models A and B for Likeness and Difference: Model Comparison

This procedure was a relatively unsophisticated final process for identifying the behaviors peculiar to inner city. Inspection, listing, and comparison identified those behaviors that were common to both models and factored out those that were peculiar to each. One hundred seventy-eight behaviors were found to be in common; 52 were found only in Model A and 11 only in Model B. The procedure can be described as a comparison of intersecting sets. A generalized paradigm illustrates the procedure with its numeric results.



A: Model of Inner City Teaching Behaviors

B: Model of Non-Inner City Teaching Behaviors

a: Behaviors peculiar to A set

b: Behaviors peculiar to B set

c: Behaviors common to both sets

(NOTE: There were originally 277 descriptions, but 36 were rejected in common as "model" behaviors by both groups.)

III. ANALYSES--PROBLEMS AND PRODUCTS

LIMITATIONS IN SIGNIFICANCE TESTING

Analyzing the descriptions as sets of behaviors was and continues to be a difficult and challenging task. Because attempts were not made to obtain a random sample of teacher behaviors, or even a sample of behaviors representative of both groups (you will recall that the behavioral descriptions were only obtained in inner city classrooms), applications of significance tests were not made. Since the sampling procedures failed to control completely for such extraneous variables as referent group biases, generalizations based on significance test results would not only have been meaningless, but worse, misleading. Further limitations in applying significance tests would also have been encountered because of the small number of judges in the referent groups, as well as the small number of descriptions in the individual sets. Since it was recognized that procedural refinement through procedureal experimentation was going to be among the major objectives of this study, large scale and/or elaborate designs were judged as premature.

Improvements in design and procedures, however, can solve many of these problems for future comparative studies. Collections of descriptions of teaching behaviors could be obtained from diverse teaching environments. Careful "representative" (across schools, months, weeks, days, hours, grades, etc.) sampling procedures can be applied. The large amounts of data can then be pooled and the referent groups would have no idea or subsequent biases about source. Attempts to match referent group members on additional variables could also increase validity. Such design improvements could well overcome the analytical limitations of this study and make significance testing an important part of future analyses.

In light of the sampling procedures and the small n's encountered in this study, only very simple means of analysis and reporting were used.

REFERENT GROUP JUDGMENTS

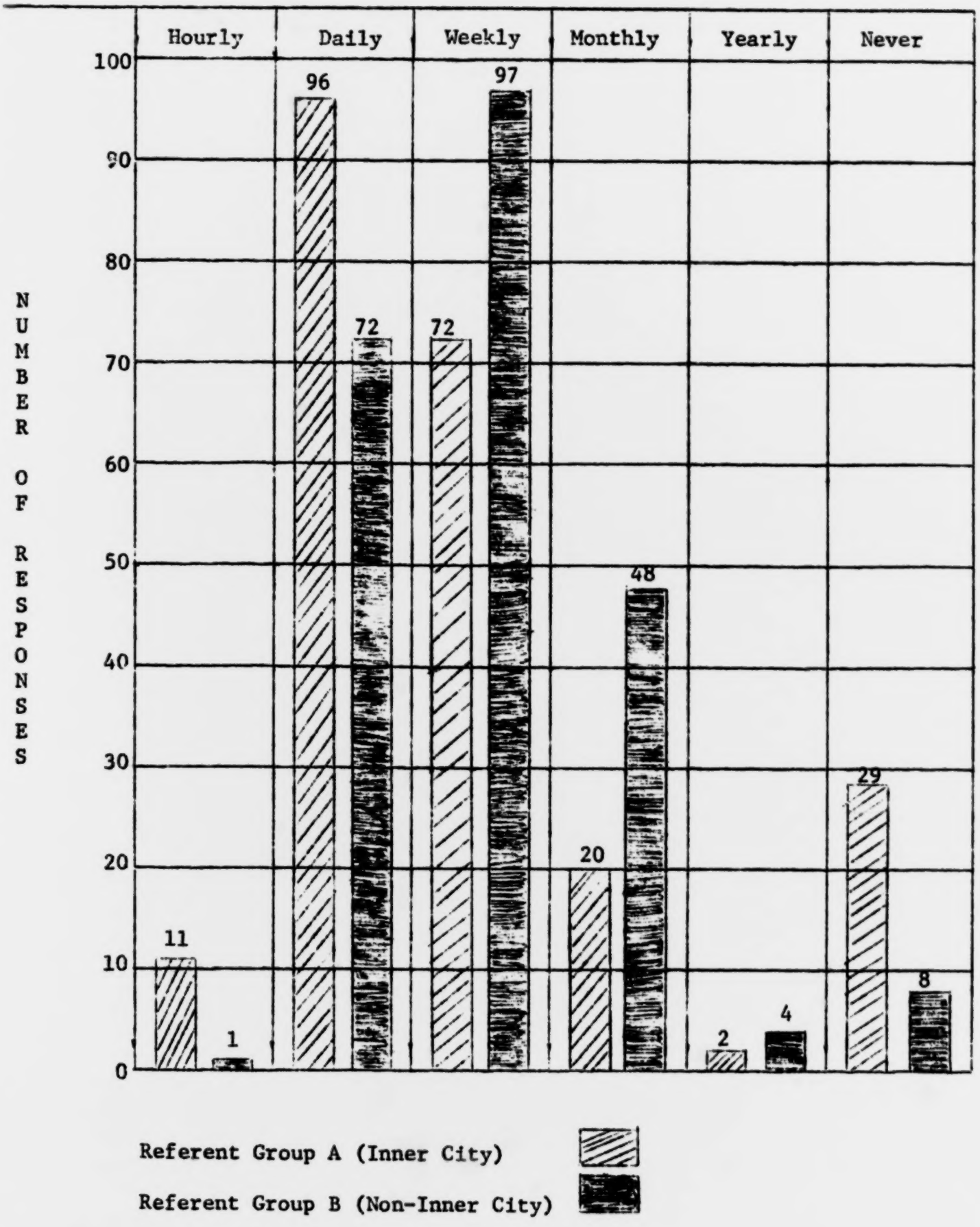
Judgments on Frequency of Problem Occurrence

One of the first steps in the analysis was the identification of each group's modal responses to the question of frequency for each description. These results are indicated in Figure I.

The number of bi-modal distributions occurring in both sets of group judgments was also tabulated. While only 47 appeared in the frequency ratings of Referent Group B, Referent Group A had 86 bi-modal distributions.

FIGURE I

Numbers of Responses in Each Frequency-of-Occurrence Category



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Both sets of teachers "agreed" (measure of central tendency was same) for their frequency ratings on 108 situations. The inner city teachers rated 85 situations as occurring more frequently and the non-inner city teachers rated 48 situations as occurring more frequently. Certainly of more interest and meaning to the reader than the numbers of situations, however, would be the content of the situations that were judged as occurring more frequently. Therefore, the situations rated as occurring more frequently in one model or the other are listed, in order of decreasing significance. It is hoped that the reader will find this data a source of hypothesis generation, as did the researchers.

List I includes those situations occurring more frequently in Inner City, and List II includes those situations occurring more frequently in Non-Inner City.

Situations Judged to Occur More Frequently*
in Inner City Schools

The first-grade class is just getting settled for their story period when a girl raises her hand and tells the teacher that "the new girl" has called her a "black nigger." The teacher goes to the girls and asks if they were angry and/or fighting. They say "no."

A group of first-grade children has just finished an exercise period, and it is time for the next activity, a story read aloud by the teacher. The teacher has been having problems with children who express their emotions only by physical action which, at times, results in the rough treatment of other students.

A reading lesson is about to begin in a sixth-grade classroom. The teacher is announcing the groups and the names of the children within each reading group. The children who comprise each particular group are normally seated away from each other in various parts of the room. For this exercise, the teacher wishes to have all the children in the same group seated together.

For the opening activity, the children are singing "The Battle Hymn of the Republic." The teacher is helping the class with their enunciation and their timing. She notices that several girls are slumped on their desks as if still half asleep. They are not participating.

The teacher in a fourth-grade class is writing a homework assignment on the board while the children are reading independently at their desks. The students have been having some difficulty understanding the concept of odd and even numbers, and part of the assignment is for odd rows only. The teacher asks the children for their attention and reads the assignment on the board.

The children are having "sharing time" and are contributing eagerly. One girl tells the class that a little boy, one of her classmates, was shooting a bean shooter at her.

A group of third-grade children have just returned from noon recess and are beginning the afternoon activities. Two boys begin to argue. The teacher goes over to them and tries to find out the reason for their argument. It seems that one boy is constantly annoying the other.

The majority of the children in a fourth-grade room are with another teacher preparing for a spring program. The children remaining in the room are doing review work. They are working individually at their desks, identifying the silent letters in a list of words. Their work is progressing rather slowly and some of the students do not appear to be taking it very seriously.

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*See p. 8 for discussion of criteria.

List Ib

It is near the end of the morning session and some of the students have to leave shortly for their safety posts. The teacher is planning to read a story about Paul Bunyan for the remaining part of the morning.

It is the English period and a teacher is introducing her class to prepositional phrases. To illustrate prepositional phrases, the teacher chooses examples which pertain to people doing things in the classroom, the garden, etc.

The children have just finished arithmetic and are preparing for their English lesson. One girl quietly tells the teacher that her milk is missing; another boy says that his eraser is also missing.

A teacher is introducing a new unit on Africa to her class by showing colored pictures of the country and discussing the pictures with the students. As she talks one of the pictures falls to the floor with a great crash.

During a number game in which the children choose numbers as the teacher points to them, a class of kindergarteners becomes more and more noisy.

A class of third grade children is working on spelling activities. The teacher circulates about the room giving assistance to those who need it, and correcting the papers of those children who have finished. One child was absent in the morning when the assignment was explained and is unable to do the work.

Near the end of the day, the teacher is at the blackboard explaining an arithmetic problem. She still has several important points she wishes to cover. Two boys, both quite mature, begin to create a disturbance.

The teacher is seated at her desk as the language lesson is about to begin. She plans to initiate a discussion with the children by asking questions and presenting information.

A teacher is working with her class on the use of the index. One child has been placed in a seat near the teacher, slightly removed from the rest of the group, because of misbehavior. He has not been participating in the activity. The teacher asks for a group response to a question and hears the boy answer along with the rest of the class.

An indoor game is in progress. The children are throwing a sponge at the chalk board which has been divided into different sections, each section representing a different numerical value. The girls are competing against the boys. Confusion arises because some of the boys are having more than one turn, and the children understood that the game would be over when everyone had a turn.

Due to prior lack of interest in fourth-grade current events sessions, the teacher has arranged to have several fifth-graders come to their room to report on current news they have reported on in their fifth-grade paper. The reporters arrive and while orally presenting their information, they occasionally pause and have difficulty expressing themselves.

The teacher is working with a reading group at the front of the room. The remainder of the class is working on a language lesson at their seats. Toward the back of the room, several children begin speaking rather loudly.

The slowest reading group in the first grade classroom is about to begin their lesson. As they take their seats in the circle, one child notices a word on the board belonging to the vocabulary of the preceding group and says, "Hey! I know that word."

The three arithmetic groups in a fourth-grade classroom are working on problems at their desks. The teacher is circulating from group to group, checking the problems with the children. She finishes checking problems with Group I. Several of the children in this group had been noisy during the morning's group activities.

The second reading group is working with the teacher at the front of the room. The teacher writes the new words on the board for the children to pronounce. The children are given the word "stay." When it is written on the board, the children cannot pronounce it.

Students are taking turns reading sections of their science newspaper aloud while the others are following the reading in their own copies. Between readers, the room becomes slightly noisy.

The teacher has just gathered a reading group together for their reading lesson. She is writing words on the board for a reading exercise. The bell rings, indicating the beginning of the gym period.

A group of sixth-grade social studies students have been working on a supplementary activity, making ballots, as an election is coming up in the near future. This group represents about one-third of the class, as the others are involved in extracurricular activities at this time. The children are finishing the ballot-making activity and are becoming restless.

Each child in the reading group is given an opportunity to read a sentence or two from a chart about the March wind. Some of the words they encounter are unfamiliar.

A student is passing out paper for a written assignment. The teacher usually gives directions while the paper is being distributed, but the children are very noisy.

During the music session in a fourth-grade classroom, the music teacher, who is new, has introduced a new song. The children have difficulty finding their places and following the words. Pupil enthusiasm appears low as few participate; many are unable to answer the music teacher's questions about tempo, tone, and pitch. At the end of the session, the music teacher leaves.

The children in a fourth-grade class are very enthusiastically suggesting titles of songs they would like to sing. The teacher calls on Donna, whose selection is greeted by a chorus of groans from the other children. It is a song the children like, but one they have sung many times before. When asked if she would like to change her selection, the girl says she wants that particular song.

List Id

A second grade class has just returned from recess. Although recess is usually followed by a period of quiet, today the children are very restless.

The teacher and her kindergarten pupils are discussing a daffodil when the teacher asks the children what letter they think "daffodil" starts with; the children respond with the letter "D." The teacher asks a child to point out the letter "D" in the alphabet line at the front of the room. When he is unable to do so, she sends another child up to the alphabet line, who correctly identifies the letter.

The children in a sixth-grade classroom are grouped according to their ability for reading exercises. The teacher is working with one group, explaining their lesson, when a child from another group causes a disturbance.

A fourth-grade art class is in session. The scheduled period of time for this activity is 45 minutes. The art consultant demonstrates various ways of making cut paper flowers and the children are highly motivated and eager to begin making flowers themselves. However, the demonstration takes the entire art period time and it is now time for recess. Some children want to skip recess and do the art work.

A phonics lesson is being taught as a group activity. The class is studying the pronunciation of long and short vowels.

As the children in a third-grade class work out arithmetic problems in their notebooks, the teacher circulates around the room checking their work. She has consistently stressed the fact that the children should use pencils when doing their arithmetic so that they can erase their mistakes and keep their notebooks neat and easy to read. As she moves from desk to desk, she notices that one boy has been doing his work with a pen.

A teacher and her class have completed an activity and are about to begin a mathematics lesson. The teacher asks the children to clear their desks as she walks over to a cupboard. When she opens the cupboard door, she hears one boy say, "Ahh!" This child is known to have a difficult home situation, often comes to school with bruises and has exhibited other evidence of having been abused by adults.

The teacher is reading a poem about a beetle. In the poem, the beetle lives in a matchbox, and to illustrate the beetle's house, the teacher brings a matchbox for the children to see. While reading the poem, one of the children keeps asking if the teacher's beetle lives in the box.

A group of third-grade children is completing their arithmetic problems; those already finished are at the reading table or participating in other free time activities about the room. It is time for a break, and the art teacher will be in very soon. Two boys, one who has emotional problems, cause a disturbance.

Nine children are asked to return to a reading group semicircle. Each child is given an opportunity to say "very clearly," "I am . . ., I live at . . . , My telephone number is . . ." Some of them mumble, but there is no pressure, only encouragement, when they have difficulty.

It is time to begin the arithmetic lesson. On the previous day, the teacher tried pairing up the children in groups of two, with one pupil acting as a teacher and the other as a student.

The teacher of a kindergarten class is giving the group directions for working on an activity. As she demonstrates the procedure, she notices that one child is inattentive; in fact, he has stretched himself out on the floor.

The children in a reading group have been reading silently the story "David and Goliath." When the teacher joins this group, she describes the two characters, talking about their physical appearances and characteristics. She then asks the tallest boy in the group, a shy withdrawn child, to read aloud the part of Goliath.

For the arithmetic lesson in this class, the teacher has divided the students into two groups. One group is ready to go on by themselves, and the other needs her additional help. One particular boy in this second group is having a great deal of difficulty.

It is time for the music activity in a kindergarten class. The teacher gives "instruments" to only a few of the children who become the "orchestra."

A group of first-grade children are working on a workbook exercise with their teacher. Under each picture on the page are three sentences. The children are to read the sentences and decide which sentence best describes the action in the picture, then underline that sentence.

The reading teacher is working with a class of sixth-grade children who are divided into two groups, one working on oral reading with the teacher, and the other working independently on written work. One child who has finished his written work comes to the teacher and whispers something to her.

It is nearly time for a class of third-grade children to be dismissed for the morning. The teacher tells them that the art teacher will be coming in the afternoon and that their other materials should be put away.

After the lunch hour, the children are working individually on their spelling lesson. The teacher is offering assistance to those who need it. A child arrives about ten minutes late.

The class is working on a phonics lesson in which word building is the activity, i.e., all, ball, call, etc. When a new word is listed on the board, the teacher calls on one of the children to write a rhyming word beside it. As the activity progresses the teacher notices that the attention of some of the students is beginning to wander.

A class of fourth-grade children are working on arithmetic problems at their seats. A small group is involved in a different arithmetic activity at the chalkboard in the back of the room. The teacher notices that the noise is increasing and that the children working at the board are largely responsible.

Earlier in the week, one of the reading groups devised a creative "radio program" based on "Little Miss Muffet." They presented the program for the rest of the class. At the moment, this reading group is just finishing its daily session with the teacher. The remedial reading teacher comes in and talks briefly with the teacher. She recognizes one of the children in the group and speaks to him.

List If

A sixth-grade class, a majority of whom are not reading at sixth-grade level, is about to begin a social studies lesson on "The Spread of Christianity." The chapter in the textbook contains many new words which are italicized in the text and listed at the end of the chapter. The teacher's manual suggests that students check the glossary for meanings after reading the chapter.

It is the middle of the afternoon in a fourth-grade classroom. The children have just finished a long arithmetic lesson.

A class of kindergarten children is busy with various activities. Some children are painting, some are constructing trees with the help of an intern teacher, and others are in the playhouse having "tea."

A teacher and her class are engaged in spelling activities. The teacher asks individual children to define the words orally. She asks one child to define the word "baste." He answers "a piece of pottery."

It is arithmetic period in a fourth-grade classroom, and the lesson is on long division. Five minutes remain in the period when the teacher writes a problem on the board. His usual procedure is to have several children work the problem at the board while the others work at their desks and bring their papers to the teacher to check. Today, as usual, many of the children ask to go to the board.

The children in a third grade class are working on math problems. As they complete the assignment the children bring their papers up to the teacher to be corrected.

A sixth grade class is divided into two groups for reading. The teacher works with one group, continuing a story they had started the day before.

At the conclusion of an arithmetic lesson, the children pass their papers to the front of the room. As the teacher collects the papers, some of the children leave their seats and wander around the room. One girl borrows some paper and a boy goes to the pencil sharpener. The teacher tells the children to sit down quickly.

The children in a fourth-grade class are studying verbs. The teacher assigns some written work, cautioning the children to pay close attention to the directions at the top of the assigned page.

A class of fourth-grade children is divided into groups for reading. The teacher is working with one group on new vocabulary before assigning the story for silent reading. The new vocabulary words are listed on the board.

At noon dismissal, the teacher calls the names of those who are ready to get their coats on. The children are supposed to be in their seats and quiet, with their books stacked neatly. Without being called, one boy, who has been noisy and bothersome all morning, goes to get his coat.

A teacher and her class are correcting arithmetic problems together. Each child has a turn to recite an answer. As one child gets up to recite, her purse is knocked to the floor and her coins scatter. A child seated nearby assists in retrieving the coins.

List Ig

A kindergarten teacher is conducting a lesson in which the children practice enunciating words carefully. She has chosen some words which are particularly troublesome to several of her pupils. The children and the teacher are saying the words aloud.

It is nearly time for the class to be dismissed for the day. Many of the children have already gone as they are involved in such activities as band, safety patrol, etc. The teacher has designated these few minutes left as "free time." The children are engaged in a variety of activities.

The teacher has written several arithmetic problems on the board for a review test. A girl raises her hand and says, in a negative tone, "I can't see."

The teacher is working with a group of slow readers who attend a weekly remedial reading class. They are having a review exercise on a story which they have partially read. The students are having difficulty recognizing and pronouncing words.

The children in a fourth-grade class are in their arithmetic groups. Rather than give oral instructions, the teacher has written the assignments for all of the groups on the chalkboard. Some of the children have begun to work on their arithmetic, but others are talking.

The children are restless after sitting and working for 20 minutes. Two children wander from their tables and others squirm in their seats.

While a fourth-grade class is studying spelling words, the teacher is going around the room collecting notes, report cards, and money for an event to be held at the Civic Auditorium. The children must provide their own money for such trips, and this is quite a hardship for many of them. In addition, some of the students have previously been in trouble both at school and in the community for theft. The teacher has therefore involved the class in learning about credit, interest, and loans by operating a kind of "bank" within the classroom. Money is invested and borrowed by the children for instances such as this. One boy who has already bought his own ticket raises his hand, and when the teacher goes to him he explains that he brought money for someone else who might need it.

The child who had the responsibility of ringing the bell and starting the day's activities in a first grade class has been transferred to another room. The teacher is choosing the new helper.

The children in a second-grade class have just returned from recess. They are quite excited; many complain that they are warm. Some are looking out the windows and talking. It is noisy in the room, and the teacher has asked them to take their seats and be quiet.

The teacher is working with a slow reading group. She has taken some sentences from a story that the children have read, and asks the pupils to arrange them in a logical order. The children appear to have difficulty understanding the assignment.

List Ih

School is just beginning for the day. The children are sitting quietly at their desks. Some are reading and others are sitting looking about the room. It is almost time for opening exercises to begin. An assembly is scheduled for later in the day and the children will be attending.

It is the beginning of the day and the teacher of a third-grade class is checking the attendance. Many children arrive late and are damp because of a severe thundershower which occurred shortly before school began.

School has just begun. The students are working on an assignment they began yesterday in their workbooks. They are answering questions about a story that was also read yesterday. A number of children appear to be having difficulty with the exercise.

During a language arts lesson, the teacher writes on the board four words that all have the same meaning. He asks the class if they know another word that would have the same meaning as these words. Some children raise their hands; the teacher chooses a girl who has not raised her hand. She does not respond verbally, but blushes in an embarrassed manner.

The students have just come back from lunch, and class is about to begin.

The art consultant is demonstrating a variety of ways to make spring flowers. Most of the children are giving close attention. One boy who has consistently caused disturbances in the past shoots a paper wad at another with a rubber band.

A first-grade class is doing a seatwork exercise involving the use of number and color words. The children are having difficulty and asking many questions. The teacher stops the group and rereads the directions with the children, explaining and encouraging them to do their best as she goes along.

A class of sixth-grade children is doing English exercises involving the use of prepositional phrases and identifying prepositional phrases in sentences.

A class of third-grade children is doing a phonics lesson at their seats. Some of the children have done this type of activity before, so the teacher decides to let the class do as much as they can with only brief direction. Those who need help can seek it individually from the teacher. Many more children than anticipated require individual help from the teacher.

The teacher in a first-grade class is teaching the concept of subtraction, using the children as visual aids and calling for responses from the class. The children are becoming restless.

While the second-grade children have their heads down on their desks for rest period, the teacher tells them to think about a wish they have. After the rest period, the teacher and the children talk about their wishes.

List Ii

In a fourth-grade class, the teacher has presented an arithmetic lesson, using the chalkboard. She involves most of the students in a question and answer session, using sample problems to determine if the children understand the lesson. She calls on those who volunteer and also many who do not raise their hands. At the end of the practice, the teacher assigns four textbook examples for the pupils to work by themselves.

The teacher in a kindergarten class reviews with the children the ingredients needed for making a dough clay. While they make the dough, some of the children begin to eat it.

It is the spelling period in a sixth-grade classroom. On the board is a list of spelling words. As the teacher defines a word, she calls on a student to identify and erase the word from the board. One girl is reading her social studies book.

Situations Judged to Occur More Frequently*

in Non-Inner City Schools

The teacher is working at the chalkboard demonstrating the process of long division to her fourth-grade class.

It is clean-up time and several children are at the sink washing their hands. One of the girls asks to play Emmeline. This game is a dramatic interpretation of Milne's poem, "Before Tea." The poem illustrates the concern for "purfickly" clean hands.

The children have been resting, and the teacher is preparing them for the next activity, which is reading with the S.R.A. kits. The children must go to the front of the room to pick up their individual S.R.A. reading books.

The teacher breaks the work routine to start a directed play time in a large play area in the room. While doing some exercises, the children appear lethargic. The teacher stops and tells the students that they aren't apt to have strong muscles if they work in that manner.

One of the reading groups has finished silently reading a story about pirates. The teacher has been emphasizing vocabulary development with this group; before they begin reading aloud, they discuss the meaning of some of the new words encountered in the story.

It is nearing time to go home. The children have put materials away and have out whatever they might be taking home.

The students are reading silently in their SRA books. They appear extremely interested in their work, but the allotted time for reading is over.

It is the transition period between instruction for an activity and the carrying out of instructions by the children at the work center. They are going to make trees and need colored construction paper.

The teacher has just finished working with a reading group. It is now time to go to the library.

While the children in one group are together for reading, other children are permitted to look at books or use materials from a table at the back of the room. Each child is responsible for returning the items he has been using to the table when he has finished with them. The teacher dismisses one reading group and calls another to the front of the room for reading class. Kevin, who often neglects to return items to the table, drops a set of phonetic cards on the floor and joins the reading group.

It is free play time in a kindergarten classroom. The children are all busy playing at various activities in the room. To indicate the end of free play time, the teacher plays a chord on the piano. A few of the children respond by raising their hands to show they have heard and are ready for the next activity, but most of the children continue playing.

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*See p. 9 for discussion of criteria.

List IIb

The music consultant is teaching the group a new song. Several children are not singing.

The teacher in a fourth-grade classroom, where some of the students are still having trouble learning how to tell time, announces that it is 9:45 and time for spelling. The lesson is on silent letters and the children had been asked to look over the material in their text prior to the class time. The teacher explains several written examples of words with silent letters and the phonetic spelling on the board. She then assigns some work from the text.

As time approaches for opening exercises, the children sit in their seats and wait to begin. The teacher is out in the hall. The class proceeds with the exercises; one boy leads the pledge to the flag and the singing of "Mine Eyes Have Seen the Glory."

The children have just returned from gym and are removing their gym shoes.

The second-grade children have been asked to draw a picture about the two stories they have heard this afternoon. They are still seated on the floor around the teacher.

The art teacher is in the room. The classroom teacher assists by passing out materials, and encouraging children to share the cloth, beads, rice, etc., which they have brought from home.

During free play time in a kindergarten class, the children are choosing the activity they wish to participate in. Some choose painting, climbing the jungle gym, etc. One boy ties his rest towel around his neck, like a cape, and says he wants to play Batman. This "game" has been played before and has been somewhat wild and out of control.

A group of sixth-grade children is silently reading at their desks. The special reading teacher enters the classroom and asks the teacher if she may speak to one of the children.

It is rest time in a kindergarten classroom. They have been lying on their rugs and it is routine to begin another activity.

The sharing period in a small kindergarten classroom has just ended. It is time for their art activities to begin.

The teacher finishes reading from a book. She talks with the children about the story and what they learned from it. A child from group one is asked to choose someone from group two to be her partner to work on some arithmetic computation. This continues until all the children from group one have partners. Some confusion results in the classroom.

The lesson is on long division. The teacher reviews the procedure on the board, in addition to the terminology. Then the teacher asks individuals to give examples from their homework. Several students have not done their homework.

List IIc

Following a reading lesson the students have reassembled as a total group for science class. Today they are going to be discussing buds, blossoms, and fruit.

The schedule calls for the children to put on their wraps after the storytime. Today's story is shorter than usual so that the children are ready several minutes before the dismissal bell.

In a sixth-grade class, a recent spelling lesson presented the use of double consonants when "ed" is added to the root word. The class is now having English, and the children are suggesting suitable modifiers of the noun "barn," a word that is written on the chalkboard. The term "red" has been accepted and "red barn" is written on the board. A student suggests "raggity" as a way of describing a barn.

Several sixth-grade classes are cooperating in the preparation of a spring program. While some of the children are rehearsing with two of the teachers, the remaining children are in one classroom. The room contains a diverse group of children whose reading abilities encompass a minimum of a five-grade span. Rather than divide the children into ability groups, the teacher has them all read together.

The teacher is organizing the children to play the game, "Birds in the Trees." One of the boys is talking and seems to be unaware that a favorite game is being arranged.

The children in a kindergarten class are preparing to go home. The teacher is helping them get their wraps on, collect their papers, and line up when ready. Two girls come to the teacher and ask her to help them use the Scotch tape to finish the paper hats the class has been making.

The children in a third-grade class are beginning their reading activities. Some children will be working on the S.R.A. reading laboratory work. Others will be doing reading seatwork. A special teacher arrives to help the children who are working on the S.R.A. Program.

During rhythm exercises one of the boys "accidentally-on-purpose" falls down twice, causing a disturbance within the group. The teacher announces, "I'm sorry, but if anyone else falls down, they will have to leave the group." A few minutes later, another boy "falls" down.

A group of third-grade children has just returned from a remedial reading program. The classroom teacher indicates that she wishes these children to join her at the front of the room for a group reading lesson. Two children, a boy and a girl, appear reluctant to join the activity. The boy doesn't want to join the group because he is cold. The teacher feels that the girl is especially reluctant since she is self-concious about being the only girl.

Shortly before lunch, the teacher announces that she is going to continue reading a story which she had begun reading the previous week.

List IId

The children are sitting on the floor in front of the teacher who is reading a story from a book. Most of the children are quiet and attentive. One boy, in back of the group, begins to bother others and fool with his cap. This continues, in spite of the teacher's "facial signal" to settle down.

During snack time, a kindergarten teacher distributes graham crackers to all the children and milk to those who have brought milk money. Several of the children who did not bring money become upset when they learn they will not get milk also.

The teacher in a second-grade class is introducing a workbook exercise on the verb "come." Yesterday the children had worked with the verb, and the teacher is aware that many of the children have trouble distinguishing between "come" and "came." Many are pronouncing both words as "come." She writes the two words next to each other on the board.

It is the first period of the morning. The teacher and her class of third-graders are doing stretching and waking-up exercises.

The county health nurse is at the school and the children are taking turns going to her office for a measles shot. When the time comes for Laura to go, she blushes and tells the teacher she has already had a shot. She seems afraid and is on the verge of tears.

During an arithmetic period, the teacher asks individual children to work problems on the chalkboard while the rest of the class observes. Janice, who is at the board, is having difficulty in completing the problem and is working very slowly. Some of the other children become restless.

There are about ten minutes left in the school day in a fourth-grade classroom. The children are growing restless and noisy.

During spelling period in a fourth-grade classroom the children are working on assignments in their spelling books. Several children have forgotten to bring their books.

A fourth-grade class has been reading and discussing a story in their "Weekly Readers" about unidentified flying objects. The teacher stresses the part that imagination plays in many unusual situations.

The teacher is working with a first-grade reading group while the rest of the class is doing seatwork. One boy in this group is not working. Although the teacher has asked him to settle down and leave others alone, he continues bothering the children around him. The others doing seatwork and the reading group are also aware of the boy.

List IIe

A fourth-grade class comprised of children with widely divergent reading abilities is preparing to dramatize a story from a reading book. Each child usually reads in a group with other children who have approximately the same reading competence, but for this activity the class is together as a group. The story selected is one which none of the children has read. It is a difficult story--the reading vocabulary being most appropriate for the better readers in the class but the content highly interesting to all children of this age. The teacher selects a cast that is composed of five of the best readers in the class. Each of the five children has a book, but the shortage of books makes it necessary that the children in the audience sit together, each two sharing a book. While the first cast dramatizes the story, the audience is somewhat restless.

A third-grade class has been doing a great deal of work with folk tales and songs of the U.S. They have listened to many folk songs and have learned the words of several. During music today, the teacher is playing folk-song records and the children are singing along with the records. It is almost the end of the music period. The teacher tells the class that she has a new album of folk songs from different countries.

Judgments on Appropriateness of Teacher Action

Judgments on appropriateness of teacher action by the two referent groups are summarized in Table I.

TABLE I
Results of Judgments on Appropriateness of Teaching Acts

	Number of Descriptions Judged Appropriate
Inner City (Items unique to A)	52
Inner City and Non-Inner City (together)	178
Non-Inner City (Items unique to B)	11

As with the results of the referent group judgments on frequency, those descriptions which were judged as more appropriate for one model than for the other are listed. List III includes the descriptions judged appropriate for Inner City but not judged appropriate for Non-Inner City. List IV includes the descriptions judged appropriate for Non-Inner City but not for Inner City.

List IIIa

Set a: Behaviors judged appropriate by a significant number* of Inner City Teachers; these same behaviors were not judged appropriate by a significant number of Non-Inner City Teachers.

Situation:

In a sixth-grade class, a recent spelling lesson presented the use of double consonants when "ed" is added to the root word. The class is now having English, and the children are suggesting suitable modifiers of the noun "barn," a word that is written on the chalkboard. The term "red" has been accepted and "red barn" is written on the board. A student suggests "raggity" as a way of describing a barn.

Action:

Ignoring the mispronounciation of the word, the teacher accepts the adjective and asks the student to spell "ragged."

Situation:

A group of primary children is learning how to use the new verb, "handed," by carrying out the action of handing an eraser to each other. They are also gaining assurance in speaking complete sentences as they describe this action. The teacher has begun by asking a girl to give her an eraser. Then she says, "Pam handed the eraser to me." The teacher gives the eraser to another child and asks him to tell what she did, using a whole sentence. This child responds correctly, and so do others as they repeat the action. However, one child uses only the phrase, "Handed it to Robert."

Action:

The teacher stops the game and asks, "Who handed it to Robert?"

Situation:

It is free play time in a kindergarten classroom. The children are all busy playing at various activities in the room. To indicate the end of free play time, the teacher plays a chord on the piano. A few of the children respond by raising their hands to show they have heard and are ready for the next activity, but most of the children continue playing.

Action:

The teacher plays the chord several more times until all are indicating they have heard.

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*See p. 8 for discussion of criteria.

List IIIb

Situation:

The first-grade class is just getting settled for their story period when a girl raises her hand and tells the teacher that "the new girl" has called her a "black nigger." The teacher goes to the girls and asks if they were angry and/or fighting. They say "no."

Action:

In a normal voice the teacher then asks them their right names. She tells them and the class that in this room people are called only by their right names. If not, the child cannot stay in the room.

Situation:

A fourth-grade class comprised of children with widely divergent reading abilities is preparing to dramatize a story from a reading book. Each child usually reads in a group with other children who have approximately the same reading competence, but for this activity the class is together as a group. The story selected is one which none of the children has read. It is a difficult story--the reading vocabulary being most appropriate for the better readers in the class but the content highly interesting to all children of this age. The teacher selects a cast that is composed of five of the best readers in the class. Each of the five children has a book, but the shortage of books makes it necessary that the children in the audience sit together, each two sharing a book. While the first cast dramatizes the story, the audience is somewhat restless.

Action:

The teacher chooses five less able readers to do the parts in a second reading.

Situation:

At the conclusion of an arithmetic lesson, the children pass their papers to the front of the room. As the teacher collects the papers, some of the children leave their seats and wander around the room. One girl borrows some paper and a boy goes to the pencil sharpener. The teacher tells the children to sit down quickly.

Action:

The teacher reminds the children that they should always have their materials ready for use at the beginning of the day so that no time is wasted getting pencils sharpened and borrowing paper.

List IIIc

Situation:

The teacher is working with a first-grade reading group while the rest of the class is doing seatwork. One boy in this group is not working. Although the teacher has asked him to settle down and leave others alone, he continues bothering the children around him. The others doing seatwork and the reading group are also aware of the boy.

Action:

The teacher picks up the boy bodily, sets him on the floor away from the group, and tells him to get busy.

Situation:

It is time for the morning break in a kindergarten classroom. This room is not a self-contained unit, and it is necessary for the children to leave the room and go to the other side of the building to use the lavatories. At a signal from the teacher, the boys and girls line up at the door, boys on one side and girls on the other.

Action:

The teacher dismisses the kindergarteners to a group of upper grade boys and girls who escort the children to the lavatories.

Situation:

As the children in a third-grade class work out arithmetic problems in their notebooks, the teacher circulates around the room checking their work. She has consistently stressed the fact that the children should use pencils when doing their arithmetic so that they can erase their mistakes and keep their notebooks neat and easy to read. As she moves from desk to desk, she notices that one boy has been doing his work with a pen.

Action:

The teacher tells the boy to put away the pen and take out a pencil.

Situation:

The children in a kindergarten have just finished making play dough. Because this activity took longer than expected, the teacher omits the rest period and goes directly to story time. She plays a chord on the piano, a signal for the children to gather near the piano for the story. Some children come over; others continue to play with their dough and talk. The teacher picks up a gourd and shakes it. One boy bangs on the piano.

Action:

The teacher ignores the banging on the piano and continues to shake the gourd.

List IIId

Situation:

After going over a spelling lesson orally with the teacher, the children begin a similar exercise in their notebooks while the teacher circulates around the room checking individual progress. The children have reading and spelling difficulties, and the work is progressing slowly.

Action:

After five or six minutes, the teacher stops the children's work and has them take a break, telling them they may go to the restroom or visit with their friends for awhile.

Situation:

During snack time, a kindergarten teacher distributes graham crackers to all the children and milk to those who have brought milk money. Several of the children who did not bring money become upset when they learn they will not get milk also.

Action:

The teacher calls the school secretary's office to see if there is any extra milk for her class.

Situation:

It is the science period in a kindergarten class. The children and the teacher are discussing some freshly cut branches from trees and shrubs. One of the slower children is not participating in the discussion.

Action:

During this brief period of sharing, the teacher casually gives the boy supportive attention by saying, "Leonard, you know a lot of these words. Can you help us?"

Situation:

During a rather active rhythm game, the children become very noisy. The teacher abruptly stops the game, telling the children she is waiting for quiet. The children are still quite excited and it is time for their scheduled break (drinks and lavatory). The boys are especially restless.

Action:

The teacher asks the girls to choose, one at a time, the boys who are standing the quietest and then line up at the door.

List IIIe

Situation:

During the arithmetic lesson, a teacher is demonstrating addition equations involving the numbers 1, 2, and 3, using children, books, erasers, etc., to illustrate. She then asks the children to think of some subtraction equations using 1, 2, and 3. As the children respond, the teacher writes all suggested equations on the board.

Action:

Using concrete examples (children, books, erasers), the teacher demonstrates the truth or error in each of the equations on the board.

Situation:

The teacher in a fourth-grade classroom, where some of the students are still having trouble learning how to tell time, announces that it is 9:45 and time for spelling. The lesson is on silent letters and the children had been asked to look over the material in their text prior to the class time. The teacher explains several written examples of words with silent letters and the phonetic spelling on the board. She then assigns some work from the text.

Action:

The teacher sets a six-minute time limit for the completion of the assignment.

Situation:

It is the transition period between instruction for an activity and the carrying out of instructions by the children at the work center. They are going to make trees and need colored construction paper.

Action:

The teacher calls each one by name and asks, "What color branches do you want on your tree?"

Situation:

The teacher in a fourth-grade class is writing a homework assignment on the board while the children are reading independently at their desks. The students have been having some difficulty understanding the concept of odd and even numbers, and part of the assignment is for odd rows only. The teacher asks the children for their attention and reads the assignment on the board.

Action:

The teacher adds, "Since there may be some confusion regarding the meaning of 'odd' and 'even,' perhaps one of you could explain the difference between 'odd rows' and 'even rows' for us."

List IIIf

Situation:

It is approaching time for noon dismissal. The children are industriously working arithmetic problems at their desks. There is not enough time for all of them to complete the entire assignment, so some will have to take their problems home or finish them during the study period tomorrow.

Action:

The teacher tells the children to stop working so that they can check some of their arithmetic problems.

Situation:

The children in a fourth-grade class are in their arithmetic groups. Rather than give oral instructions, the teacher has written the assignments for all of the groups on the chalkboard. Some of the children have begun to work on their arithmetic, but others are talking.

Action:

The teacher says, "Some of the best readers in the class have read their assignment and begun work."

Situation:

The three arithmetic groups in a fourth-grade classroom are working on problems at their desks. The teacher is circulating from group to group, checking the problems with the children. She finishes checking problems with Group I. Several of the children in this group had been noisy during the morning's group activities.

Action:

The teacher tells these children that she hopes they will be on their best behavior so that she can give her full attention to the other groups.

Situation:

A reading lesson is about to begin in a sixth-grade classroom. The teacher is announcing the groups and the names of the children within each reading group. The children who comprise each particular group are normally seated away from each other in various parts of the room. For this exercise the teacher wishes to have all the children in the same group seated together.

Action:

The teacher asks the children to exchange seats thus having all the children who are in the same group seated together.

List IIIg

Situation:

In a fourth-grade class, the teacher has presented an arithmetic lesson, using the chalkboard. She involves most of the students in a question and answer session, using sample problems to determine if the children understand the lesson. She calls on those who volunteer and also many who do not raise their hands. At the end of the practice, the teacher assigns four textbook examples for the pupils to work by themselves.

Action:

A definite time limit is set, and those who do not get done are asked to finish the problems at home.

Situation:

The majority of the children in a fourth-grade room are with another teacher preparing for a spring program. The children remaining in the room are doing review work. They are working individually at their desks, identifying the silent letters in a list of words. Their work is progressing rather slowly and some of the students do not appear to be taking it very seriously.

Action:

The teacher interrupts the work at intervals to comment that, "The boys are going to finish first," or "The girls seem to be ahead now."

Situation:

Students are taking turns reading sections of their science newspaper aloud while the others are following the reading in their own copies. Between readers the room becomes slightly noisy.

Action:

The teacher says he will wait quietly for the noise to subside and does so.

Situation:

A group of third-grade children is completing their arithmetic problems; those already finished are at the reading table or participating in other free time activities about the room. It is time for a break and the art teacher will be in very soon. Two boys, one who has emotional problems, cause a disturbance.

Action:

The teacher initiates a prearranged signal, a chord on the piano, which the children have learned to mean, "return to your seats as quickly as possible and quietly wait for directions." She talks to the two boys who are causing a disturbance while the children are returning to their seats.

List IIIh

Situation:

The teacher is organizing the children to play the game, "Birds in the Trees." One of the boys is talking and seems to be unaware that a favorite game is being arranged.

Action:

The teacher asks him to go and sit down at a table.

Situation:

A sixth-grade class is divided into two groups for reading. The teacher works with one group, continuing a story they had started the day before.

Action:

The teacher asks several students to review the story, before they continue reading aloud.

Situation:

The teacher places four arithmetic problems on the board and calls for volunteers to work the problems. She selects a less mature boy to work one problem and explain his procedure as he goes.

Action:

The teacher observes the child as he works and rewards him with praise for a job well done.

Situation:

In a previous lesson, the students in a sixth-grade class read a chapter in their social studies books and discussed the vocabulary words listed at the end. In a later exercise they wrote the words and their meanings in their notebooks. The teacher begins today's lesson by having the students take turns reading aloud from the chapter.

Action:

The teacher then has the students skim the chapter to find the words on their vocabulary list and explain their meanings.

List IIIi

Situation:

A group of third-grade children have just returned from noon recess and are beginning the afternoon activities. Two boys begin to argue. The teacher goes over to them and tries to find out the reason for their argument. It seems that one boy is constantly annoying the other.

Action:

The teacher changes the boys' seats, separating them.

Situation:

A class of sixth-grade children are doing English exercises involving the use of prepositional phrases and identifying prepositional phrases in sentences.

Action:

The teacher corrects the work by calling on the children to read their work aloud.

Situation:

During rhythm exercises one of the boys "accidentally-on-purpose" falls down twice, causing a disturbance within the group. The teacher announces, "I'm sorry, but if anyone else falls down, they will have to leave the group." A few minutes later, another boy "falls" down.

Action:

The teacher quietly asks the boy to go by the door and sit on a chair.

Situation:

A fourth-grade art class is in session. The scheduled period of time for this activity is 45 minutes. The art consultant demonstrates various ways of making cut paper flowers and the children are highly motivated and eager to begin making flowers themselves. However, the demonstration takes the entire art period time and it is now time for recess. Some children want to skip recess and do the art work.

Action:

The teacher tells the class she is willing to make a compromise. They can continue the art work after recess.

List IIIj

Situation:

The children have returned from gym class a little bit earlier than usual; it is too early to put on their coats in preparation for going home for lunch. They line up at the door and the teacher directs them into the room, two at a time, to get their coats and put them on the backs of their chairs. One boy starts to put on his coat.

Action:

The teacher commends another student on being observant and following directions. She then asks this boy to notice what the others are doing.

Situation:

While the second-grade children have their heads down on their desks for rest period, the teacher tells them to think about a wish they have. After the rest period, the teacher and the children talk about their wishes.

Action:

The teacher then suggests that the children who want to may write little stories about their wishes.

Situation:

A first-grade class is doing a seatwork exercise involving the use of number and color words. The children are having difficulty and asking many questions. The teacher stops the group and rereads the directions with the children, explaining and encouraging them to do their best as she goes along.

Action:

The teacher ends her instruction by saying that if they continue to have trouble they can just do the ones they know and skip the others--they will be able to work on those at another time.

Situation:

While the children in one group are together for reading, other children are permitted to look at books or use materials from a table at the back of the room. Each child is responsible for returning the items he has been using to the table when he has finished with them. The teacher dismisses one reading group and calls another to the front of the room for reading class. Kevin, who often neglects to return items to the table, drops a set of phonetic cards on the floor and joins the reading group.

Action:

The teacher tells Kevin that he too is responsible for helping to keep the classroom neat and sends him back to pick up the cards.

List IIIk

Situation:

A fourth-grade class has been reading and discussing a story in their "Weekly Readers" about unidentified flying objects. The teacher stresses the part that imagination plays in many unusual situations.

Action:

The teacher asks the children if any of them have ever heard or experienced strange things like this that couldn't be explained and lets them tell about their own experiences.

Situation:

Near the end of the school day, a first-grade teacher introduces a lesson on safety by displaying a safety poster. A discussion about the dangers of playing in the street follows. Only several minutes remain before the dismissal bell is to ring.

Action:

Adding a quick reminder about traffic signals, the teacher initiates a song about traffic lights that they are to sing as they get their wraps.

Situation:

It is the beginning of the day in a third-grade classroom. The children are seated at their desks waiting for the day's activities to begin.

Action:

The teacher takes the seating chart to the front of the classroom and orally takes attendance.

Situation:

A class of third-grade children is doing a phonics lesson at their seats. Some of the children have done this type of activity before, so the teacher decides to let the class do as much as they can with only brief direction. Those who need help can seek it individually from the teacher. Many more children than anticipated require individual help from the teacher.

Action:

The teacher stops the activity, gets the attention of the class, and provides more detailed explanations, using several examples.

List IIII

Situation:

While a teacher is busy talking in the doorway of her classroom to another teacher about a school problem, one of the children is reading a poem aloud. There is a good deal of noise and confusion in the room.

Action:

The teacher steps back into the classroom and asks, "How many showed good manners to Denise while she read?"

Situation:

During the music session in a fourth-grade classroom, the music teacher, who is new, has introduced a new song. The children have difficulty finding their places and following the words. Pupil enthusiasm appears low as few participate; many are unable to answer the music teacher's questions about tempo, tone, and pitch. At the end of the session, the music teacher leaves.

Action:

The room teacher decides to continue with music activities.

Situation:

It is the spelling period in a sixth-grade classroom. On the board is a list of spelling words. As the teacher defines a word, she calls on a student to identify and erase the word from the board. One girl is reading her social studies book.

Action:

The teacher calls on the girl who is not paying attention.

Situation:

The children in a kindergarten class are preparing to go home. The teacher is helping them get their wraps on, collect their papers, and line up when ready. Two girls come to the teacher and ask her to help them use the Scotch tape to finish the paper hats the class has been making.

Action:

The teacher takes the two girls to her desk and helps them use the dispenser, leaving the other children to gather their belongings by themselves.

List IIIm

Situation:

It is arithmetic period in a fourth-grade classroom and the lesson is on long division. Five minutes remain in the period when the teacher writes a problem on the board. His usual procedure is to have several children work the problem at the board while the others work at their desks and bring their papers to the teacher to check. Today, as usual, many of the children ask to go to the board.

Action:

The teacher explains that there is not enough time so the children will all work at their desks while he goes around the room checking their papers.

Situation:

The children are settling down after lunch and are waiting for gym period. One window in the room is open; Mike opens two others. A boy complains of being cold, and Mike changes places with him rather than close the windows. Several children begin to complain of the cold as the wind blows into the room. The teacher overlooks the situation for awhile, but the complaints continue.

Action:

The teacher tells Mike that he cannot think only of his own comfort. She asks him to close the windows.

Situation:

A sixth-grade class is beginning an English lesson. The teacher asks the class to read aloud with her the rules at the top of the page in their workbooks. Only a few read with her.

Action:

The teacher stops the reading and says, "I can only hear a few voices. More of you can help me than that."

Situation:

It is nearly time for the class to be dismissed for the day. Many of the children have already gone as they are involved in such activities as band, safety patrol, etc. The teacher has designated these few minutes left as "free time." The children are engaged in a variety of activities.

Action:

The teacher suggests that this might be a good time for cleaning out desks.

List IIIa

Situation:

Upon entering the room, the children seat themselves in a group on the floor near the piano. They chat with each other using soft voices.

Action:

The teacher maintains a passive role, while letting the children converse freely with each other.

Situation:

A class of kindergarten children is involved in the activities of their work period--cutting and pasting, painting, etc. It is now time for this activity to end and preparation for another activity to begin.

Action:

The teacher strikes three notes on the piano.

List IVa

Set b: Behaviors judged appropriate by a significant number* of Non-Inner City Teachers; these same behaviors were not judged appropriate by a significant number of Inner City Teachers.

Situation:

As time approaches for opening exercises, the children sit in their seats and wait to begin. The teacher is out in the hall. The class proceeds with the exercises; one boy leads the pledge to the flag and the singing of "Mine Eyes Have Seen the Glory."

Action:

The teacher remains in the hall while the class's morning procedure continues.

Situation:

It is arithmetic period in a fourth-grade class. Several children are working problems at the board while the remainder of the children are working at their desks. The teacher is dictating problems of increasing difficulty.

Action:

As the children raise their hands indicating they have finished, the teacher goes to each child and corrects the problems.

Situation:

The teacher in a kindergarten class reviews with the children the ingredients needed for making a dough clay. While they make the dough, some of the children begin to eat it.

Action:

The teacher allows all the children to taste the dough before they continue their activity.

Situation:

It is rest period in a kindergarten class and the children are placing their rugs on the floor. Several children complain they are cold and would like to put on their coats.

Action:

The teacher here there who want to get their coats and wear them while they rest.

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*See p. 9 for discussion of criteria.

List IVb

Situation:

The children in a second-grade class have just returned from recess. They are quite excited; many complain that they are warm. Some are looking out the windows and talking. It is noisy in the room and the teacher has asked them to take their seats and be quiet.

Action:

The teacher tells the children to put their heads on their desks and rest for a few minutes.

Situation:

During free play time in a kindergarten class, the children are choosing the activity they wish to participate in. Some choose painting, climbing the jungle gym, etc. One boy ties his rest towel around his neck, like a cape, and says he wants to play Batman. This "game" has been played before and has been somewhat wild and out of control.

Action:

The teacher allows the children to play Batman, first establishing rules of the game which restrict the area in which they can play and forbid running.

Situation:

During an arithmetic lesson the teacher asks the class to think of number combinations that make 10. The teacher writes their answers on the board. After all the number combinations are found, a few children continue to raise their hands to offer more answers.

Action:

The teacher recognizes them, hears their answers (wrong combinations) and states, "No, you are not thinking of new combinations for 10. We have them all now."

Situation:

During spelling period in a fourth-grade classroom the children are working on assignments in their spelling books. Several children have forgotten to bring their books.

Action:

The teacher assigns those children a page of words from their English books which are to be arranged in alphabetical order.

List IVc

Situation:

It is time for lunch dismissal. The students are ready to leave the room and get their coats when the bell rings.

Action:

The teacher lets the students leave the room as a group.

Situation:

The teacher is working with a group of children during arithmetic period. The rest of the class is divided into "pupil and teacher" pairs. The teacher leaves her group to check on the pairs, helping the children to work together. A girl, who has been having problems because of race, has refused to work with a partner assigned to her.

Action:

The teacher talks to the girl alone at the front of the room.

Situation:

A third-grade class has been doing a great deal of work with folk tales and songs of the U. S. They have listened to many folk songs and have learned the words of several. During music today the teacher is playing folk-song records and the children are singing along with the records. It is almost the end of the music period. The teacher tells the class that she has a new album of folk songs from different countries.

Action:

The teacher plays a selection from Haiti.

Observations and Hypotheses About the Two Referent Groups

Essential to the comparative aspects of this study is the fact that Referent Group A is different from Referent Group B. These were not two random groups of teachers differentiated only by geography. Our assumption was that Group A was also differentiated by whatever interactions with inner city teaching tasks these people had amassed. But since the two groups of judges (Referent Groups A and B) were composed of individuals whose characteristics were largely unknown, and since the selection procedures for inclusion in each of the groups were far from random, it was necessary to consider the possibility of effects from other inter-group differences when analyzing the data.

In judging the frequency of occurrence of the described teaching situations and the appropriateness of the teaching acts, the two Referent Groups did prove to be different in several ways. The expectation, of course, was that the individuals in the two groups would make judgments about the descriptions more like others in their own group than like the judgments of the members of the other group.

As a whole, the descriptions of situations were judged by Referent Group A as occurring more nearly daily, while the frequency judgments of Group B were closer to "weekly." This was reasonable since, in fact, the descriptions all originated in classrooms of the Group A judges. But it also supports a hypothesis that there is a somewhat different teaching situation confronted by the inner city teacher--one which involves situations that occur less frequently in the experience of the non-inner city teacher.

The responses of the two groups to the question of frequency also revealed another inter-group difference: the Referent Group A judges are less in common agreement than the Referent Group B judges. This result was not expected, but can be explained in at least two ways. First, Referent Group B members had been in periodic face-to-face interaction through University-sponsored in-service training for about three years. These experiences, plus the selection processes they represented could be seen as a contributor to the more nearly common point of view among Group B. But responding to the frequency question was hardly a matter of value judgments that might be dependent on training. It was more a matter of estimating the frequency of occurrence of teaching situations themselves (rather highly dependent on pupil initiatives and responses). Thus, an alternative explanation was sought. Perhaps there has been a greater variety of teaching situations encountered in the inner city because a greater variety of teaching models was operative. Perhaps these judges (Referent Group A) were, in fact, representative of different kinds of teaching approaches (strategies) whereas Referent Group B judges were representative of minor variations on a single kind of approach. This explanation would be consistent with the proposition that excellence in an ill-defined problem field would rest largely on intuitive--hence individualistic--processes. The data provided another support for this observation: there were many fewer bi-modal distributions of responses to

the descriptions among the data from Referent Group B (Descriptions judged by both groups: 241; bi-modal response distributions--A Group: 86, B Group: 47). Thus, the wider variety of Group A responses is evidenced in terms of more variance in uni-modal distributions and a larger number of bi-modal distributions.

One other known difference between the two groups concerns the matter of focus of the teacher on a given grade (age) level. Group A were teachers assigned to a given grade level and (assumed to be) most able to relate to data about that particular level. Group B were teachers who had become teachers of teachers at several grade levels. This was reasonably expected to give Referent Group B the more accepting capacity to deal positively with the descriptions to be judged--which were drawn from kindergarten through grade 6. This did not follow in the data. If anything, Group A is, as a whole, more accepting and broad-minded, making more positive judgments on the "goodness" question and showing a wider variance of responses to each of the judgment tasks.

CLASSIFICATION OF THE TEACHER BEHAVIORS

Purpose

Although a fairly substantial amount of information concerning the descriptions could be obtained from the referent group judgments and the subsequent inspection and comparison of the two models, systematic description of the teacher behavior characteristics was still lacking. What was different about the two models, other than the referent group judgments, had yet to be identified. In an attempt to find more answers to questions of difference (e.g., "Did the inner city teachers have a much higher rating of frequency on the disciplinary acts?" or "Were many of the inner city teacher behaviors examples of recall and review of academic information rather than examples of 'moving ahead'?"), a scheme for assigning characteristics to the teaching acts was devised.

Form and Method

Since several prominent researchers have recently designed a variety of systems for classifying the observed behavior of teachers, these methods and procedures were first given careful consideration. As is so often the case, however, no single approach was particularly suited to the purposes, procedures, and data of the research reported here. The solution was to build on and around the pioneering work of others in the field; thus, a new set of classification questions was designed, based upon those asked by Bellack (6), Hughes (7), Taba (8), and others.

The framing, testing, and revising of questions concerning the described teaching acts was a lengthy and challenging part of the research. Questions were originally framed that would provide information of a general sort about the descriptions of teaching; questions that would be representative of the kinds of information about teaching in general, as previously sought by other researchers (e.g., What apparent function was the act meant to provide? Was the teacher providing or soliciting information?). Additional questions were then devised to shed light on the common contentions about teaching culturally disadvantaged children (e.g., Since they are physical learners, many concrete experiences should be provided; Since they are not very verbal, experiences for improving self-expression should be provided.).

Numerous tests of intra-judge and inter-judge agreement were run on independent responses to the classification questions. Each revision of the questions consistently appeared to increase agreement among the eight classifiers who responded to different sample sets of 20 behavioral descriptions. The classifiers frequently interacted after testing their responses, however, as they attempted to locate reasons for disagreement. These discussions led to a common (or at least partially shared) perspective among the classifiers; this would somewhat account for the increased inter-judge agreement on the classification questions.

For a given description, each classifier was asked a chain of questions (from four to eight). The answer to each question determined the content and nature of each subsequent question so that the irrelevant questions in the series could be eliminated. This procedure was designed to provide for maximum speed and accuracy on the part of the classifiers, but it severely limited the use of statistical measures of question-item reliability (after any point in the chain at which two classifiers disagreed, the subsequent questions in the chains would be different). This procedure was consistent with the time, funds, and scope of the contracted study, which had been seen as a preliminary exploration. The questions used for classification were deemed sufficiently developed when three out of four of the classifiers were able to reach classification agreement on each of twenty randomly selected descriptions.

When all of the questions were so judged as satisfactory, two members of the research staff answered the classifying questions for each of the 241 "accepted" teacher behaviors. When disagreements occurred, conference ensued which led to a jointly accepted resolution. A third member of the staff was available to resolve the conflict of opinion, but his services in this capacity were used only on two classification problems.

Knowledge of how these behaviors had been rated by the referent groups was not known by the classifiers during the classification process.

Results

Results of the classification activities are summarized in Table II, Table III, and Table IV. The raw numbers are given, in addition to the percentages, since in some cases the n's are so small that percentages by themselves would be misleading. Table II illustrates the distribution of the behavioral descriptions according to classification of teacher functions. Table III illustrates the characteristics of the teaching acts as described through the classification procedures according to referent group judgments of appropriateness. Table IV illustrates the characteristics of the teaching acts as described through the classification procedures according to judgments of situation frequency.

Observations from the Classified Descriptions as a Whole

If the data gathering procedure had included assurances of a random sample of teaching behaviors, a number of generalizations about inner city teaching could have been generated from the data on Table II. As it was, the data can be assumed to show tendencies which would at least be workable hypotheses. Taken as a whole, the descriptions show 1) a predominance of Academic Function behaviors, and 2) minimum of Social Functions. In between, with similar emphasis, are Managerial Functions and Psychological Functions. Table III shows additional tendencies derived from the data as a whole: 3) the teacher provides information more commonly than she seeks information; 4) the content emphasis is focused on the intensifying level rather than moving ahead; 5) the teacher directs to specific tasks more than she provides freedom for students to modify a suggested task.

Observations from the Descriptions Peculiar to the Inner City Model

The 52 descriptions constituting that part of the inner city teaching model which is rejected from the non-inner city teaching model provide other bases for hypotheses. To a large extent, the observations made from this sub-set of descriptions reinforces the observation above. For example, #2, the Social Functions, are at a minimum. But now it is seen that 6) Managerial Functions are even more important than the Academic (Table II). Table III shows 7) a strong emphasis on tasks for application and use--an emphasis on the "immediate pay-off" predominant among instructional tasks.

Observations from the Descriptions Peculiar to the Non-Inner City Model

The non-inner city model contains only 11 descriptions which are not in the general model shared by both referent groups. Thus, it is useless to make observations about this model from Table II. It may be important 8) that of the Academic Function descriptions in this part of the model, three are "providing or seeking information" and only one is "giving opportunity to use information." This contrasts with the 50/50 division of the data in the general pool and in the items peculiar to the inner city model. And similarly, granting the limitations of small amounts of data, there seems to be a considerably smaller emphasis on the remedial and routine controls aspects of the managerial functions in the non-inner city model. Classification items #12 and #2 (Table III) show 9) that of the eleven Model B behaviors rejected from Model A (peculiar to the non-inner city model), eight were concerned with giving freedom to choose, select, or express.

Table II

Distribution of Behavioral Descriptions According to Classification of Teacher Function

	Academic Functions		Social Functions		Managerial Functions		Psychological Functions	
	Raw Numbers	% of Total	Raw Numbers	% of Total	Raw Numbers	% of Total	Raw Numbers	% of Total
Teacher Functions as represented in total data (descriptions)	86	34%	28	12%	58	24%	69	29%
Teacher functions as represented in model of behaviors peculiar to Inner City	14	27%	6	12%	18	35%	14	27%
Teacher functions as represented in model of behaviors peculiar to Non-Inner City	4	36%	2	18%	2	18%	3	27%

Table III

Characteristics of Teaching Acts as Described
Through the Classification Procedures
According to Referent Group Judgments of Appropriateness

Characteristics of Teacher Behaviors	As represented in total data (241 description)		As represented in model of behaviors peculiar to inner city (52 descriptions)		As represented in model of behaviors peculiar to non-inner city (11 descriptions)	
	Raw Numbers	% of Total	Raw Numbers	% of Total	Raw Numbers	% of Total
1. Academic function	86	36%	14	27%	4	36%
a. Providing or seeking academic information	44	51%	7	50%	3	75%
b. Giving opportunity or instruction to use information	42	49%	7	50%	1	25%
2. Social function	28	12%	6	12%	2	18%
a. Providing or seeking social information	17	61%	5	83%	0	0%
b. Giving opportunity or instruction to use information	11	39%	1	17%	2	100%
3. Managerial function	58	24%	18	35%	2	18%
a. Providing or seeking managerial information	38	66%	13	72%	0	0%
b. Manipulating physical environment	20	34%	5	28%	2	100%
c. Managerial behavior necessitated by unanticipated pupil action	35	60%	11	61%	1	50%
d. Managerial behaviors needed to regain order or enforce broken regulations	29	50%	9	50%	0	0%
e. Managerial behaviors illustrating the use of established cues or established procedures	39	67%	12	67%	0	0%
4. Psychological functions	69	29%	14	27%	3	27%
a. Supportive functions	28	41%	4	8%	0	0%
b. Stimulative functions	21	30%	7	14%	0	0%
c. Therapeutic functions	19	28%	2	4%	1	9%
d. Negative functions	3	5%	1	2%	2	18%

Table III (continued)

Characteristics of Teaching Acts as Described
Through the Classification Procedures
According to Referent Group Judgments of Appropriateness

Characteristics of Teacher Behaviors	As represented in total data (241 descriptions)		As represented in model of behaviors peculiar to inner city (52 descriptions)		As represented in model of behaviors peculiar to non-inner city (11 descriptions)	
	Raw Numbers *	% of Total **	Raw Numbers *	% of Total **	Raw Numbers *	% of Total **
5. Teacher providing information	81 (99)	82%	19 (25)	76%	3 (3)	100%
6. Teacher seeking information	18 (99)	18%	6 (25)	24%	0 (0)	0%
7. Teacher expecting structured pupil response	76 (126)	60%	24 (31)	77%	0 (0)	0%
8. Teacher expecting free and diversified response	50 (126)	40%	7 (31)	23%	5 (5)	100%
9. Teacher action concerned with making an idea, concept, or procedure more concrete	69 (114)	60%	12 (20)	60%	3 (6)	50%
10. What the teacher appeared to be doing with the content (social & academic)[1]	-	-	-	-	-	-
a. Going back (e.g., recall, review)	16 (61)	26%	3 (12)	25%	0 (3)	0%
b. Intensifying or extending at the same level (e.g., giving examples of evaluation feedback)	37 (61)	61%	8 (12)	67%	2 (3)	67%
c. Lifting (e.g., moving ahead, introducing new subject matter)	5 (61)	8%	1 (12)	8%	0 (3)	0%
d. Evaluating (e.g., to assess pupil learning)	3 (61)	5%	0 (12)	0%	1 (3)	33%
11. Teacher directing children to specific task or activity	38 (53)	72%	5 (12)	42%	0 (0)	0%

* Followed by number of descriptions for which this question was relevant, in parentheses.

** "Total" refers to number of descriptions for which this classification question was relevant.

Table III (continued)

Characteristics of Teaching Acts as Described
Through the Classification Procedures
According to Referent Group Judgments of Appropriateness

Characteristics of Teacher Behaviors	As represented in total data (241 descriptions)		As represented in model of behaviors peculiar to inner city (52 descriptions)		As represented in model of behaviors peculiar to non-inner city (11 descriptions)	
	Raw Numbers*	% of Total**	Raw Numbers*	% of Total**	Raw Numbers*	% of Total**
12. Teacher allowing freedom to accept, modify, or reject a task or activity	15 (33)	28%	3 (8)	38%	3 (3)	100%
13. Apparent intent of instructional task (social and academic):	-	-	-	-	-	-
a. Activity or task for review or drill	14 (33)	24%	2 (8)	25%	0 (3)	0%
b. Activity or task for obtaining information	8 (33)	15%	1 (8)	13%	1 (3)	33%
c. Activity or task for discovery	7 (33)	13%	0 (8)	0%	0 (3)	0%
d. Activity or task for application and use	19 (33)	36%	3 (8)	63%	0 (3)	67%
e. Activity or task for testing	4 (33)	8%	0 (8)	0%	0 (3)	0%

* Followed by number of descriptions for which this question was relevant in parenthesis.

** "Total" refers to number of descriptions for which this classification question was relevant.

Table IV

Characteristics of Teaching Acts as Described
Through the Classification Procedures
According to Judgments of Situation Frequency

Characteristics of Teacher Behaviors	n	Situation judged to have same frequency of occurrence (108 descriptions)		Situation judged to occur more often in Inner City (85 descriptions)		Situation judged to occur more often in Non-Inner City (48 descriptions)	
		Raw Numbers	% of Total	Raw Numbers	% of Total	Raw Numbers	% of Total
1. Academic function (86)		41	47%	29	34%	16	19%
a. Providing or seeking academic information (44)		23	52%	15	34%	6	14%
b. Giving opportunity or instruction to use (42) information		18	43%	14	33%	10	24%
2. Social function (28)		12	43%	9	32%	7	25%
a. Providing or seeking social information (17)		7	41%	6	35%	4	24%
b. Giving opportunity or instruction to use information (11)		5	45%	3	27%	3	27%
3. Managerial function (58)		24	41%	21	36%	13	22%
a. Providing or seeking (38) managerial information		18	47%	15	39%	5	13%
b. Manipulating physical environment (20)		6	30%	6	30%	8	40%
c. Managerial behavior (35) necessitated by unanticipated pupil action		13	37%	16	46%	6	17%
d. Managerial behaviors (29) needed to regain order or enforce broken regulations		9	31%	14	48%	6	21%
e. Managerial behaviors (39) illustrating the use of established cues or established procedures		18	46%	12	31%	9	23%
4. Psychological functions (69)		31	45%	26	38%	12	17%
a. Supportive functions (28)		12	43%	11	39%	5	18%
b. Stimulative functions (21)		8	38%	9	43%	4	19%
c. Therapeutic functions (15)		10	67%	3	20%	2	13%

Table IV (continued)

Characteristics of Teaching Acts as Described
Through the Classification Procedures
According to Judgments of Situation Frequency

Characteristics of Teacher Behaviors	n	Situation judged to have same frequency of occurrence (108 descriptions)		Situation judged to occur more often in Inner City (85 descriptions)		Situation judged to occur more often in Non-Inner City (48 descriptions)	
		Raw Numbers	% of Total	Raw Numbers	% of Total	Raw Numbers	% of Total
5. Teacher providing information	(81)	38	47%	30	37%	13	16%
6. Teacher seeking information	(18)	9	50%	7	39%	2	11%
7. Teacher expecting structured pupil response	(76)	34	45%	30	39%	12	16%
8. Teacher expecting free and diversified response	(50)	19	38%	16	32%	15	30%
9. Teacher action concerned with making an idea, concept, or procedure more concrete	(69)	34	49%	23	33%	12	17%
10. What the teacher appeared to be doing with the content (social & academic):		-	-	-	-	-	-
a. Going back (e.g., recall, review)	(16)	6	38%	8	50%	2	12%
b. Intensifying or extending at the same level (e.g., giving examples or evaluation feedback)	(37)	18	49%	12	32%	7	19%
c. Lifting (e.g., moving ahead, introducing new subject matter)	(5)	3	60%	1	20%	1	20%
d. Evaluating (e.g., to assess pupil learning)	(3)	3	100%	0	0%	0	0%
11. Teacher directing children to specific task or activity	(38)	18	47%	11	29%	9	24%

DEVELOPING HYPOTHESES FOR FURTHER STUDY

The overall results of the classification added support to the notion that differences do exist between the teaching behaviors of the competent inner city and the competent non-inner city teachers. These data, while not treated for statistical significance, lead to certain questions that might provide some new insights and testable projectives.

Inspection of the verbal descriptions of behavior suggested that much of inner city teaching (better than half of the total collected descriptions) was given to managerial and psychological functions, with academic and social instruction assuming a lesser role. This was also evidenced by the referent group judgments which make the inner city teaching model even more managerial and less academic than the total collected data (see Table II). The managerial behaviors represented in the data did not, however, reflect to any large extent actions necessitated by loss of classroom order.* Rather, they represented a large use of established cues (e.g., hand signals, chord on piano, key words--"freeze") and established procedures (e.g., passing out paper after giving directions, lining up for pupil movement) that allowed for quite an orderly and efficient atmosphere.** Freedom of pupil movement and choice was very obviously limited by this factor and was clearly indicated by the classification results. The teacher was much more often providing information, rather than seeking information; expecting a structured response from the pupils, as opposed to expecting a free and diversified response; and directing children to a specific task or activity, as opposed to allowing freedom to accept, modify, or reject the task or activity (see characteristics 5, 6, 7, 8, 11, and 12 in Table III). This was supported not only in the total descriptions collected in the inner city classrooms, but also by the judgments of the referent groups. Of the 11 teacher actions accepted by Referent Group B, but not accepted by Referent Group A, eight of them entailed a certain amount of student freedom--either the teacher expecting a free and diversified response or allowing freedom to accept, modify, or reject a task or activity (see List IV). Similarly, the teacher actions accepted by Referent Group A, but not accepted by Referent Group B, are conspicuous for their concern with structure.

The behaviors concerned with psychological function also presented an interesting picture. The large number of psychologically-oriented teacher actions and the high frequency ratings given by Referent Group A to the situations which elicited them suggest that the inner city teachers must spend more time performing behaviors that provide support (agreement,

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*Although the referent judgments indicate that these sorts of problems are indeed more prevalent in the inner city school.

**This is not surprising, considering the criteria of selection for the classrooms represented in the study--orderliness is highly valued by supervisory and administrative personnel.

approval), stimulation (maintaining or creating interest), and/or therapy (releasing tension) for the pupils. The descriptions contained many situations of children indicating subtle and, occasionally, overt signs of restlessness and mental fatigue, apparently from the sense of failure and/or frustration usually encountered after struggling with difficult academic tasks (often reading). The data suggest that the competent inner city teacher is not only perceptive of as well as sympathetic with her pupils' needs in this respect, but also knows and uses many acts that serve a psychological function meant to help meet these needs (e.g., frequent breaks, abundant signs of encouragement).

Another apparent characteristic of the collected observations as a whole was that the great majority of the content-centered teacher actions (social and academic) exemplified behaviors intended to review and/or intensify already "learned" material (see characteristics 10 and 13 in Table III). The "going back" and "working at the same level" emphasis in the descriptions as a whole (as opposed to "moving ahead" and "lifting") is more intense in Referent Group A judgments of appropriateness and frequency than in Referent Group B judgments.

There were within the content-centered descriptions (academic and social) many instances (better than half) of the teachers attempting to make learning more concrete, in the sense of making it less abstract.

Another interesting finding concerning the behaviors serving academic and social functions was the breakdown, within each function, of instances in which teachers were either <u>providing</u> or <u>seeking</u> information, as opposed to <u>giving opportunities</u> or <u>instruction to use</u> information. Among the behaviors meant to serve academic functions, there was nearly equal representation in the collected descriptions of teachers "providing or seeking information" and "giving opportunity or instruction to use" academic information. Among the behaviors meant to serve a social function, however, the great majority of the collected descriptions were examples of teachers providing and/or seeking information. If this were indeed the case, it would suggest that few opportunities were <u>planned</u> for instruction of a social nature.

IMPLICATIONS FOR TEACHER EDUCATION

If then, these data are a representative sample of teaching in the inner city and the devised means of classification has presented a valid picture, it can be said that the teacher so selected as competent in this environment can be described in some of the following ways:

1. Is adept in skills of classroom management. That is, she utilizes many established cues and established procedures. She "keeps the lid on," with large amounts of structure, regimentation, and restriction of pupil freedom.

2. Exhibits awareness and knowledge of psychological pupil needs. That is, she readily perceives cues indicating pupil discouragement, satiation, mental fatigue, etc. In addition, she knows and utilizes numerous positive techniques that temporarily alleviate the negative effects of frustration and failure.

3. Is skilled in techniques of content review and intensification. That is, she utilizes a variety of approaches and methods that allow for recall, drill, and practice. She provides for the children many different "ways of looking at" and opportunities to use the same information. Frequent, clever, and diverse use of concrete examples and physical illustrations is provided.

4. Takes advantage of incidents that occur in the classroom for opportunities to stress social skills and attitudes. That is, she provides information concerning social content primarily through verbal means (only rarely were there incidents of organized activities) on the basis of observed needs.

CONCLUSION--A NAGGING ANXIETY

The overall impression of differences stemming from this descriptive research then suggests that the differences in teacher behavior are primarily a matter of emphasis, rather than a matter of kind. Until further research either lends support or casts doubt on these findings, we must assume that this impression is a valid one. Whether or not the obtained picture of competent inner city teaching represents inner city teaching as it ought to be is a further question upon which we can only speculate at this time. Part of the reason for the lack of success in educating children from inner city schools may be attributable to the fact that the difference in teacher behaviors and expectations is primarily a matter of emphasis rather than a matter of kind. If, for example, one of the prime objectives of inner city schools is to help non-verbal children become more fluent, it might be questionable whether this can best be accomplished in an atmosphere where pupil freedom of expression is stifled. It may well be that what is needed is a marked difference in the nature of teaching techniques, as the findings of some reputable studies of teaching the deprived strongly suggest. (9)

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APPENDIX I

Focused Observation Form IX

MSU/LSI: CSP 267

CASE # ____

FOCUSED OBSERVATION REPORT (Form IX)

Age Range of Pupils: _____ Grade: _____ Observer: _____

Teaching Activity: _____ Teacher Observed: _____

Date: _____ Time: _____ School: _____ City: _____

This form records a 10-15 minute segment of teaching activity and describes one moment of teacher action. The particular act described on this page may be important or relatively unimportant, but it reflects a sample element in one teacher's style.

1. Observer: On the basis of what you have been seeing and hearing, briefly describe what is happening in the classroom.

2. Observer: Describe an act that the teacher made during this brief observation. (To continue or to ignore may be considered "acts.")

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Observer: *Do not let the teacher read this side of the form until after your tape-recorded session.*

3. Observer: What happened as a result of the act which you have described?

TAPE RECORDED INTERVIEW WITH TEACHER

Observer: *Turn on recorder.*

State: "This is observation # _____."

State: "To complete this description that you have just read, I need to ask several questions."

4. Why did you take the particular action I have described?

5. What else should I know about the situation and the children in order to get a better picture of what was going on?

6. Would you describe for me exactly what happened as a result of your action?

7. Does the entire situation, as we have discussed it, illustrate something specific that you believe about teaching?

State: "End of observation # _____."

APPENDIX II

Introductory material, classifications and sample descriptions from the Teaching in the Inner City manual*

*supported by funds from the Mott Institute for Community Improvement, the manual was prepared by staff of the Learning Systems Institute

CLASSIFICATIONS

1. Planning
   - 1.1 Planning for learners
   - 1.2 Planning with learners
   - 1.3 Adapting plans
     - 1.31 Modifying expectations about the group
     - 1.32 Modifying expectations about the individuals
     - 1.33 Taking advantage of immediate situations
     - 1.34 Modifying procedure during implementation
   - 1.4 Organizing learning activities

2. Selecting and Utilizing Materials
   - 2.1 Organizing materials required for planned lesson
   - 2.2 Improvising materials as situation demands
   - 2.3 Selecting materials appropriate for a needed area of instruction

3. Motivating (stimulating learning)
   - 3.1 Motivating of group learning
   - 3.2 Motivating of individual learner

4. Telling
   - 4.1 Giving directions to . . .
     - 4.11 the individual
     - 4.12 the group
   - 4.2 Providing needed information for . . .
     - 4.21 the individual
     - 4.22 the group

5. Helping Learners Find Meaning Through . . .
   - 5.1 concrete illustrations or experiences
   - 5.2 other associations
   - 5.3 critical thinking
   - 5.4 creative thinking
   - 5.5 review

6. Developing A Secure Classroom Environment
   - 6.1 Building self-confidence in learners
     - 6.11 Enhancing self-concept
   - 6.2 Establishing accepting environment
   - 6.3 Reducing emotional tension
   - 6.4 Respecting concerns of the pupil group

7. Individual Differences
   - 7.1 Allowing for variations among children
   - 7.2 Designing instruction for differences among children
   - 7.3 Building and encouraging respect for variations or differences
   - 7.4 Coping with the occasional emotional upsets of children

8. Behavior Control (discipline)
    - 8.1 Encouraging certain behaviors
        - 8.11 subtle procedures
        - 8.12 overt procedures
    - 8.2 Discouraging certain behaviors
        - 8.21 subtle procedures
        - 8.22 overt procedures

9. Evaluating
    - 9.1 Establishing an indication of accomplishment for the learner
    - 9.2 Encouraging self-evaluation
    - 9.3 Relating evaluation to future planning
    - 9.4 Assessment of learners and learning

10. Management
    - 10.1 Caring for physical comfort and health of pupils
    - 10.2 Caring for materials and properties
    - 10.3 Caring for safety of pupils
    - 10.4 Providing for orderly pupil movement
    - 10.5 Keeping distractions and interruptions at a minimum

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1.3
(also 6.3)

Providing a Rest and Relaxation Break

Situation:

After going over a spelling lesson orally with the teacher, the children begin a similar exercise in their notebooks while the teacher circulates around the room checking individual progress. The children have reading and spelling difficulties, and the work is progressing slowly.

Action:

After five or six minutes, the teacher stops the children's work and has them take a break, telling them they may go to the restroom or visit with their friends for awhile.

Consequences:

The children stretch, relax, talk with their friends; some leave the room. When class is resumed, they settle to their work and seem to be able to do the exercise more easily.

Rationale:

The teacher sees that this spelling lesson is difficult for many of her pupils. She knows that all children need to experience a measure of success in order to learn. She also knows that her slow learners need more time and more frequent intervals of relaxation, especially when they are experiencing frustration. She believes that providing pleasant breaks often for these children during the school day will make school and learning more enjoyable and profitable.

Generalization:

A brief rest or change of activity encourages positive behavior and allows children to do better work.

Underlying Hypothesis:

109

1.31
(also 5.5)

Adapting Instructional Materials

Situation:

A sixth grade class, a majority of whom are not reading at sixth grade level, is about to begin a social studies lesson on "The Spread of Christianity." The chapter in the textbook contains many new words which are italicized in the text and listed at the end of the chapter. The teacher's manual suggests that students check the glossary for meanings after reading the chapter.

Action:

Before assigning the reading of the chapter, the teacher helps the children figure out the meanings and pronunciations of the new words. She assists them by relating the words to the children's previous experiences, whenever possible.

Consequences:

The children try to work out meanings and pronunciation, relying to some extent on the teacher's help.

Rationale:

The teacher's manual and the textbook include activities which help children learn new vocabulary through context. This teacher knows that many of her pupils will not be able to learn these new words by reading the chapter and using the glossary because most of the class is reading below grade level. This type of activity is difficult for her students, she feels, because of their limited backgrounds and reading abilities. She knows it is essential to consider her pupils' limitations when planning and selecting materials for instruction. In order to gear her instruction more specifically to her students' needs, she finds she must be flexible and willing to deviate from the prescribed design of the instructional materials she has available.

Generalization:

It is sometimes necessary to revise procedures suggested in instructional materials in order to gear instruction to the needs of children.

Underlying Hypothesis:

82

5.1
(also 3.1)

Using Concrete Examples

Situation:

The teacher and her kindergarten pupils are discussing a daffodil when the teacher asks the children what letter they think "daffodil" starts with; the children respond with the letter "D." The teacher asks a child to point out the letter "D" in the alphabet line at the front of the room. When he is unable to do so, she sends another child up to the alphabet line, who correctly identifies the letter.

Action:

The teacher decides to take the letter "D" out of the line and permit the children to handle it.

Consequences:

The children outline the letter with their fingers. They then suggest other words that begin with the letter "D."

Rationale:

In the discussion of the daffodil the teacher can see an opportunity to introduce the letter "D." Because she believes that pupil participation promotes learning, she asks one of the children to identify the letter from the alphabet. The teacher removes the letter and encourages the children to handle it because she believes that concrete examples increase meaning and retention for her children. Feeling and manipulating the shape of the letter serves to reinforce their learning.

Generalization:

The use of concrete objects can make learning more meaningful.

Underlying Hypothesis:

5.1
(also 8.1 and
10.2)

Encouraging Neatness and Order

Situation:

A third grade reading group is preparing to meet with their teacher for reading instruction. Another group has written assignments to complete while the reading group meets with the teacher. A third group is to spend this time on free reading, using the library table, if necessary. Earlier in the year, the children showed little respect for, concern with, or interest in the "room library." The teacher subsequently gave the children the responsibility for keeping the books and materials in order. She assisted in the initial organization by setting up and explaining the processes involved in checking out books and keeping them in convenient categories.

Action:

The teacher tells the children that when they finish their written work, they are free, as usual, to use the library table. She also urges them to "keep up the good work in keeping it nice."

Consequences:

The books on the library table are used by members of the "free reading" group. As assignments are completed, other children also use the table. They carefully check out the books, appearing pleased with their ability to handle the situation neatly and accurately. Several children, however, are still careless with the materials.

Rationale:

The teacher has seen in her pupils the absence of respect for books and materials as well as a general disregard for an attractive and orderly classroom environment. She does not find this unusual, since many of her children are from homes where neatness and order are not highly valued traits. And even where desirable, they are difficult to maintain because of the crowded and poor conditions of their homes. Hoping to develop appreciation for the inherent convenience and attractiveness of an orderly environment, the teacher gives the entire class the responsibility for the library table. She realizes she must structure this responsibility so that all the children are involved and all understand how to assume the responsibility. Since habits are slow to change, she does not reprimand, but encourages and prods her pupils, giving them many opportunities to practice orderliness. She also reinforces this behavior with continuous praise and encouragement.

Generalization:

Behaviors that are reinforced are more apt to recur.

Underlying Hypothesis:

Using Concrete Examples

Situation:

The teacher is working with a reading group. The word "stretch" is introduced into the lesson.

Action:

The teacher asks one of the children to stand up and stretch.

Consequences:

The students are provided with a visual example of the new word.

Rationale:

The teacher sees an opportunity to illustrate a new word through pupil example. She knows that meanings are more fully communicated when they can be illustrated. She believes in using a variety of techniques in helping her pupils develop meanings for words.

Generalization:

Meanings are communicated more fully and accurately if the verbal explanation is accompanied by a concrete example or experience.

Underlying Hypothesis:

5.1
(also 3.2)

Establishing Oral Patterns

Situation:

A group of primary children is learning how to use the new verb, "handed," by carrying out the action of handing an eraser to each other. They are also gaining assurance in speaking complete sentences as they describe this action. The teacher has begun by asking a girl to give her an eraser. Then she says, "Pam handed the eraser to me." The teacher gives the eraser to another child and asks him to tell what she did, using a whole sentence. This child responds correctly, and so do others as they repeat the action. However, one child uses only the phrase, "Handed it to Robert."

Action:

The teacher stops the game and asks, "Who handed it to Robert?"

Consequences:

The child answers, "Hugh handed it to Robert." The teacher continues, "Hugh handed what to Robert?" After some hesitation, the child successfully describes the entire action, using a complete sentence, "Hugh handed the eraser to Robert." The teacher responds, "Very good _____."

Rationale:

The teacher knows that many of her children are in the habit of speaking in words and phrases. She feels they need to understand the idea of a complete sentence, as well as the meanings of individual words. She knows that the use of concrete examples and illustrations facilitate her students' understanding of vocabulary and difficult concepts such as the use of complete sentences. The teacher, therefore, has them role-play the complete action to help them orally describe the conplete sentence. She believes that errors in speaking should be corrected by the student himself, so she gives verbal cues to help the child say the sentence correctly. Success in expressing a complete thought, followed by a word of praise, reinforces the behavior as well as a child's belief in his ability to speak correctly.

Generalization:

Successful practice in the skills of speaking in complete sentences, followed by some form of reinforcement, helps to establish the use of oral language patterns.

Underlying Hypothesis:

Teaching Positive Social Habits

Situation:

A group of first grade children has just finished an exercise period, and it is time for the next activity, a story read aloud by the teacher. The teacher has been having problems with children who express their emotions only by physical action which, at times, results in the rough treatment of other students.

Action:

The teacher reads "Play With Me," a story of how a little girl makes friends with animals. After completing the story, the teacher asks the children to share their ideas about how to make friends, comparing their ideas with what the child did in the story.

Consequences:

The children share many ideas and then several sets of children "role-play" finding a friend to walk to school with. The children not actually involved in the "role-playing" are an attentive audience and come up with suggestions for the others.

Rationale:

The teacher notices that some of the children in her class do not know how to express their feelings of affection, other than by grabbing another child in a rough manner. To make her point with the children, she purposely chooses a story in which a child finds that a rough manner drives her animal friends away. Rather than end the lesson on a negative note, the teacher uses the opportunity provided by "role-playing" to help her class develop social skills.

Generalization:

Subtle means of teaching proper social interaction should be employed in the classroom, since some children miss this form of education at home.

Underlying Hypothesis:

Providing Experiences Which Enhance
The Self-concept of the Learner

Situation:

The teacher places four arithmetic problems on the board and calls for volunteers to work the problems. She selects a less mature boy to work one problem and explain his procedure as he goes.

Action:

The teacher observes the child as he works and rewards him with praise for a job well done.

Consequences:

The child appears pleased with the recognition.

Rationale:

The teacher believes that all children need opportunities for "positive" recognition, if their learning is to be maximized. She knows that it is difficult for slow learners and immature children to get this recognition since their work is often of poor quality. She sees this opportunity to help one such child since she can assist him as he works. She can give necessary cues, helping to assure his success and then praise him in front of the class when he completes the problem. She feels that teacher praise and peer recognition contribute to children's healthy attitudes about self, arithmetic, and school in general. Since she believes that these attitudes are vitally important to learning, the teacher conscientiously tries to create opportunities for all children to experience success and recognition.

Generalization:

Learning is improved when children experience success and recognition.

Underlying Hypothesis:

Giving Priority to Learning

Situation:

The teacher and her class are about to begin a spelling lesson; the children have their books and pencils out. A child, who is often tardy, enters the room, again late for school.

Action:

The teacher continues the spelling lesson, ignoring the tardy child.

Consequences:

The tardy child quickly goes to his seat and takes out the materials necessary for the lesson.

Rationale:

The teacher knows that this child is frequently tardy or absent for reasons beyond his control. She believes she can best help him by allowing him to join the class as quickly as possible, postponing to a later time her talk with him about his tardiness. She also believes that interrupting a lasson for the group would impede learning and embarrass the tardy boy unnecessarily.

Generalization:

A better learning environment results from the minimizing of embarrassment to individuals.

Underlying Hypothesis:

7.4
(also 6.3, 1.32,
8.11 and 9.4)

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Handling Reluctant Learners

Situation:

A group of third grade children has just returned from a remedial reading program. The classroom teacher indicates that she wishes these children to join her at the front of the room for a group reading lesson. Two children, a boy and a girl, appear reluctant to join the activity. The boy doesn't want to join the group because he is cold. The teacher feels that the girl is especially reluctant since she is self-conscious about being the only girl.

Action:

The teacher tells the children quietly that they do not have to read if they don't want to, but she would like them to sit with her. She seats the two children on either side of her, proceeds with the lesson, and puts her arms around them, giving them several pats on the shoulder.

Consequences:

As the lesson progresses, the two children lose their reluctance and enter the activity. They raise their hands, and she calls on them happily, indicating that she is pleased that they wish to take part.

Rationale:

The teacher knows that intensive reading instruction for children who find it difficult is an extremely trying experience. She believes that their "excuses" are indeed true (the child probably really is cold) and these are symptoms of emotional and mental fatigue. Still, she recognizes the tremendous importance of reading to future learning and school success. She hopes to comfort them by talking with them individually, by putting her arms around them for "warmth" and by seating them on either side of her during the lesson. Not wanting to force them and cause further problems, she makes their participation voluntary. She proceeds with the lesson, feeling that they will soon become interested and join in the activity. If they do not participate, they may still benefit from the discussion and instruction and her understanding.

Generalization:

Positive attitudes toward learning and learning itself are dependent upon teacher awareness of pupil emotional and mental fatigue combined with appropriate action to relieve the fatigue.

Underlying Hypothesis:

Ignoring a Pupil Error

Situation:

In a sixth grade class, a recent spelling lesson presented the use of double consonants when "ed" is added to the root word. The class is now having English, and the children are suggesting suitable modifiers of the noun "barn," a word that is written on the chalkboard. The term "red" has been accepted and "red barn" is written on the board. A student suggests "raggity" as a way of describing a barn.

Action:

Ignoring the mispronounciation of the word, the teacher accepts the adjective and asks the student to spell "ragged."

Consequences:

The student sounds out the word, but is unable to spell it. A girl correctly spells the word--r-a-g-g-e-d--, using the double consonant which was stressed in the previous spelling lesson. When the teacher asks, however, she is unable to explain the reason for the double "g."

Rationale:

In addition, this teacher believes that evaluation of learning is a continuous process that must include testing the transfer of previous learning to new situations. She decides that this situation lends itself to such an opportunity and that it is more important to attend to this spelling rule rather than proper pronunciation. The teacher knows that these children often use language in ways that are not commonly accepted...(e.g., mispronunciations. "incorrect" verb forms, unusual descriptors, etc.). Picking on too many errors at once may overwhelm children with a sense of their own inadequacy and lead to retreat rather than progress. Therefore, a teacher should choose which of several misunderstandings are most important to correct.

Generalization:

An important part of evaluation is discriminating the most significant pupil errors which need attention so as not to be hypercritical of a child's performance.

Underlying Hypothesis:

Coping with School Plant Inconveniences

Situation:

It is time for the morning break in a kindergarten classroom. This room is not a self-contained unit, and it is necessary for the children to leave the room and go to the other side of the building to use the lavatories. At a signal from the teacher, the boys and girls line up at the door, boys on one side and girls on the other.

Action:

The teacher dismisses the kindergarteners to a group of upper grade boys and girls who escort the children to the lavatories.

Consequences:

The children proceed through the halls quietly and in an orderly fashion.

Rationale:

Many older school buildings lack the convenient facilities usually available in more modern structures. Teachers find that they must be imaginative in devising ways to overcome these inconveniences and insure the comfort and safety of their pupils. This teacher is aware that her pupils need someone not only to lead them through the building but also to see that they do not disturb the other classrooms. She feels that giving this responsibility to older children is one way to simplify the procedure and give the older children a sense of responsibility and importance.

Generalization:

There are many ways in which teachers can minimize the inconveniences in school buildings.

Underlying Hypothesis: